

The Modern Language Journal

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EXAMINER AND TEACHER

AN EXPERIENCED and intelligent teacher, visiting school after school in connection with the nation-wide survey conducted by the Modern Foreign Language Study, reported that everywhere in the Eastern states she found secondary school teachers coaching (many of them quite rebelliously) their pupils to meet the requirements of the College Entrance Examination Board. For, as has recently been pointed out by Michael West (*Language in Education*, p. 154): "The teacher will always teach that which is going to be examined." Now it appears, however, that the C. E. E. B. is undertaking a fresh study of its methods of testing language ability, with at least considerable likelihood that it will modify the present technique. Some weeks ago, in view of the far-reaching influence which the decisions of that body are likely to have on our future teaching of the modern foreign languages, I urged (MLJ 14:311) that it should secure the widest possible information and advice. I am now following up my own recommendation by calling the attention of that board, and of our teachers generally, to what seems to me a highly significant analysis of the language examination, namely in the above-cited book by West.

Pointing out that "a foreign language is a purely skill subject," and that "the object of the examination . . . is, not to discover whether the candidate knows certain things, but whether he can *do* certain things," Mr. West proceeds to set up an admirable scheme for any examination in a foreign language. What is it, he asks, that we really want to measure? There are three types of skill involved: reading, composition, speech. To measure these skills properly, we need the following tests: 1. *Reading*. A high-speed reading test; a low-speed reading test, showing ability to get the sense of a somewhat difficult passage; a test, for the higher

levels, of the appreciation and understanding of poetry. 2. *Composition*. An essay showing power to reason; a narrative passage; a private and a business letter; for higher levels, a test of ability to recognize and correct errors in the foreign language. 3. *Speech*. A pronunciation test; a lecture with (oral) questions to follow; an oral quiz, where conditions allow. An advantage of this plan would be that it could serve as the basis for an examination at any level of achievement, only the vocabulary and the syntax being extended in range as the years of study increase.

Is it necessary to point out that such an examination, if it came to be generally employed, would not only revolutionize the traditional procedure in many classrooms, but—and this is the important point—would tend to eliminate the time-wasting features of our teaching and direct our attention to those types of exercise that lead to mastery of the foreign language, i.e. ability to use it?

I began with a reference and a recommendation to the C. E. E. B. But a moment's thought will show that the responsibility for the ultimate success of any scheme of examinations rests upon the teacher in the classroom. Moreover, there are very many teachers whose pupils are not likely to have to meet the tests of the C. E. E. B., but who are nevertheless deeply concerned in the problem of giving them as thorough a language training as possible. Consequently, if the above type of examination should be acknowledged to be particularly well adapted to show the attainment of the objectives which we all claim as ours, then it is not only the privilege but the duty of many readers of these lines not to wait for the decision of any outside body whatsoever, but to proceed at once to put the principles involved into actual practice.

Whatever the particular decisions of the C. E. E. B., it is very much to be hoped that they will lie in the direction of stress upon doing rather than upon knowing. The test for *mastery* is in the ascendancy, and is in line with fundamental trends of American thought. But if pupils are to be tested for mastery, then we must teach for mastery; Michael West's book is one of the best I know for showing us how that is to be done.

B. Q. M.

AN ANALYSIS OF THE VOCABULARY OF TWO RECENT FRENCH GRAMMARS

Author's summary.—The purpose of this study is to make an analysis, on the basis of relative usefulness, of words found in two specific French grammars,^{1,2} comparing them and their frequencies to the Vander Beke list,³ and to draw therefrom whatever conclusions may follow in regard to making textbooks for beginners.

THE first task was to list all French words occurring in these two grammars and to tabulate their frequencies. For each book two lists were made—an alphabetical or finding list and a frequency list. The following table shows some results of comparing the two books with V and with each other.

	Cardon		Béziat and Dey	
	absolute	percentage	absolute	percentage
1. Total number of different words ⁴	2388	100	2051	100
2. Items not in V.	492	20+	398	19+
3. Items having a frequency of one	464	19+	246	11+
4. Items having a frequency of less than five	1360	57+	984	43+
5. Items common to V.	1896	79+	1653	80+
6. Items in one book but not the other	1070	44+	733	35+

From this it can be seen that although the total number of different words appearing in C was greater than the number in B-D, the figures in each of the three classes numbered 2, 3, 4—not in V, frequencies of one, and frequencies of less than five—were larger also. Most significant of all is the fact that although 80% of the words found in each of the two books are listed also in V, many of these items are not common to all three sources, so that 44% of the words in C do not appear in B-D, while 35% of the words in the latter book are not found in C.

¹ Cardon—*Première Année Moderne*, Scribner's 1925, referred to here as "C."

² Béziat and Dey—*French Grammar*, Johnson Publishing Co., 1927, referred to here as "B-D".

³ Publications of the American and Canadian Committees of Modern Languages, Vol. XV, *A French Word Book*, tabulated and edited by George E. Vander Beke, Macmillan Co., N. Y., 1929. Referred to as "V."

⁴ It may be of interest to record the total number of running words in the two books: 49,350 in Cardon, 58,140 in Béziat and Dey. Pedagogically, therefore, B-D has a higher rating, with a ratio of 2051 to 58,140 = 28, as compared with a ratio of 20 for C.

It was a more difficult process to determine the agreement of the frequencies. For this comparison only the first thousand words from each source were considered, which in both books nearly coincided with the number of words having a frequency of five or over. These lists, arranged in order of descending frequency, were compared with V, in which the words are arranged in order of descending range. It was thought just as trustworthy, for the purposes of this study, to compare the order according to frequency in the two grammars (for range would have no meaning when only two books were being considered) with the order according to range in V (for that is the order in which the words there are arranged) as to compare range with range or frequency with frequency, since for the first thousand items in V the correlation between range and frequency is above .77.⁵

To test the extent to which the three lists correspond an Index of Agreement was made. (See Chart I.) This index lists the number of words in each consecutive hundred of the grammars which occur in each hundred of V. Reading vertically downward in Column A are the numbers of the hundreds in the two grammars, and reading horizontally are the numbers of the hundreds in V. The hundreds in the latter are treated separately down through thirty, that is to include 3000 items. The occurrences in the other 31 100-word groups were combined in the column headed "31-60" because, since so many of the items had the same rank in the lower half of this list, their relative value could not be determined. A separate column marked "B" was used to list the words that occurred in the grammars, but did not appear in V. This table is to be read as follows: Of the ten hundred-groups in B-D having a frequency of five or more, fifty-nine of the first group are found in the first hundred-group in V, nine in the second hundred-group, six in the third hundred-group, and so on. That is, this chart shows the distribution of items in relation to V. For example, in the second hundred-group of B-D only thirty-four items are found in the first and second hundred-groups of V, and twenty-four items—the sum of the numbers read horizontally to the right beginning with the twenty-first hundred-group in V or almost 25%—are either lower than the first 2000 of V or do not occur there at all. In the second hundred-group of C, only twenty-nine items appear in the first and second hundred

⁵ *Op. Cit.* pp. 13-14.

CHART I—INDEX OF AGREEMENT

Béziat and Dey—French Grammar

A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31-60	B	C	
1	59	9	6	6	2	1	1	1	1	1	1	1	1	1	1	2	2	1															5	26.37
2	17	17	11	4	5	3	8	3	2	1						2		2					1		1	1	1	1			6	13	20.85	
3	10	14	10	9	3	9	2	2	6	4	4	3	1	1	1				1	2	1										6	8	21.86	
4	6	6	13	9	8	5	7	4	1	1	3	1	2	1	3			1	2				1		1	1	1	1	1		7	14	19.95	
5		8	11	7	6	8	6	2	6	2	3	1	2	1	3	2	1	1				2	1	1			1	1	1	1	12	10	19.25	
6	4	9	9	3	9	5	5	3	5	3	4	3	4	2			1	3					2	1					2	3	1	6	12	19.32
7	2	8	5	12	5	1	5	5	4	3	2	2	3			1	2	1	1	4	2			2	2			1	2	16	9	18.37		
8	2	5	4	7	6	2	4	4	3	2	1	1	4			2	2	1	2	1	3	2	2	1				1	1	1	19	14	14.93	
9		3	3	6	3	4	2	3	2	6	3	4	4	4		1	5	3	1	1			4	2	3	1		1	1	1	19	10	16.81	
10		2	1	5	2	2	6	4	3	7	1	3	2			2	3	4	1		2	3	1	2	2	1	2	1	1	3	18	16	15.42	

Cardon—Première Année Moderne

A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31-60	B	C	
1	62	10	3	7	4	1			2		1				1		1		1													1	5	26.69
2	15	14	13	4	3	2	7	6	2	1	2	1	3	1		1	1	1	1	1	2	2							1	3	13		20.52	
3	10	24	6	7	8	8	7	2	1			1	4			3			1											4	10		23.30	
4	5	15	8	5	8	2	2	4	5			1	2			2	2	1			1	2	1	1	2	1					5	9		21.90
5	3	6	15	6	4	4	3	2	3	1	4	4	1	1	4	3				1	1	3	1			2	1				13	14		17.93
6	1	6	5	11	6	5	3	1	4	4	2	2		1	1	1	2		2	1	1	3	1	1	1	1	1	1	1		11	17		17.08
7	2	3	3	6	6	5	8	4	5	4	1	3	2	2		3	3	1		1	1					1					12	22		16.18
8	1	2	5	2	5	4	7	2	2	2						1	1		4	2	4	2		3	1	1		2	2	19	18		14.21	
9	1	3	5	5	3	6	2	2	2	1	2	1	2	1	2	3	3		1	1	2	1	2		2	1	1	3	1	16	25		16.24	
10	1	2	6	2	5	2	2	2	2	2	1	4				2	4		2	3	2	1	1	1	2	1	1	2	1	16	25		13.60	
																															62.55			

62.55

groups of V. Here also twenty-four items fall below the first 2000 of V.

For each number in the columns from one to thirty a relative value was assigned. If the total number considered in V had been ten hundred-word groups, the value chosen for each word in the grammar found in the hundred in which it should be would have been .10. Thus if all the words in the first hundred of B-D had been found in the first hundred of V, the merit number for that column would have been 10. Since thirty hundred-word groups were being considered instead of ten, .30 was the rating given to each word appearing in the column in which it should appear. One-hundredth was subtracted from the possible perfect result for each column by which each word was distant from the column in which the word should have appeared. For instance, each word in the first hundred of B-D which appeared in the first hundred of V was given a valuation of .30; each of those that appeared in the second hundred of V was given a valuation of .29; in the third hundred .28, and so forth. Each word in the second hundred of B-D which appeared in the second hundred of V received .30. If it were placed in V either a hundred higher or lower it was rated .29. In this way a relative value was assigned to each word on the list dependent upon its placement in V. The items which were not similar to those in V and those which were similar to those which occurred after the first 3000 (Column B) were not assigned a merit number, but by their presence in these columns automatically subtracted from the total merit number possible for each hundred. In Column C were placed the sums of the merit numbers of each hundred of the grammars. The perfect result for each hundred of the grammar would have been .30. The sum of Column C was divided by three to reduce the total result to percentages. By this process it was found that there was a fairly high agreement between the words in the two grammars with a frequency of five or more and the words in V, and also between the grammars themselves. This does not mean that the agreement between the frequencies of the vocabularies of the grammars as a whole and of V was high: in each book about half the words were excluded from this comparison because they had a frequency of four or less. Had it been possible to determine the relative frequencies of these words in such a way as to compute their value mathematically, the agreement between the grammars and

V would have been materially lowered, because a so much larger proportion of these words is not found at all in V or falls in the second half of it than was the case with the first thousand items in each grammar, which have been considered in arriving at the comparison by groups of one hundred as represented in Chart I.

The words in both books having a frequency of over ten and those with a frequency of less than five were classified with the purpose (1) of determining what types of words were found in each book, both among those of high and low frequency, and (2) of comparing these groups. Of these eleven divisions three were based upon the parts of speech and the other eight upon the type of vocabulary to which that word would contribute. The somewhat arbitrary divisions employed were (1) adverbs; (2) pronouns; (3) articles, prepositions, and conjunctions; (4) numerals, dates, and points of the compass; and words concerning (5) grammar, (6) classroom, (7) food and flowers, (8) parts of the body and clothing, (9) transportation and communication, (10) domestic life, and (11) public life. No effort was made to classify all the words, first, because these divisions were thought to be representative of the types of vocabulary presented, and second, because the words not classified, whether of a high or low frequency, were of a general character, that is, did not fall more definitely in one class than in another. For the most part the words not classified were verbs, adjectives, and abstract nouns.

The words in the more-frequent list in each book were divided into hundreds and each hundred was classified separately. This was done in order to ascertain what variation, if any, there was within the more-frequent group itself. The relative size of the different classes remained about the same, but their absolute size decreased on account of the fact that fewer words from the sixth hundred could be classified than from the first.

The number of words in each of the classes in the more-frequent list in one book is about equal in number to the corresponding classes in the other book. In the two more-frequent lists the number of pronouns of articles, of prepositions, and of conjunction is high. That is, of course, to be expected. There are about eight or ten in every hundred of the three divisions, embracing grammatical terms, numerals and dates, and classroom terms, and about six per hundred in the adverb group. The number of words under the other five headings is relatively low.

The words in the less-frequent list in each book were classified without first having been divided into hundreds, because the relative placement of a word occurring less than five times was not thought to be sufficiently important. A smaller percentage of these words could be classified than of those in the more-frequent list. The relative number of words in the different classes was about equal.

Among the words of low frequency, the sections under which were classified adverbs, numerals and dates, and words concerning domestic life were the largest. Those under which were classified pronouns, articles, prepositions, and conjunctions, and words concerning transportation and communication were the smallest.

In sum, it was found that the sections for pronouns and for articles, prepositions, and conjunctions were the largest in the more-frequent division in each book, and that the sections for adverbs, for numerals and dates, and for words concerned with domestic life were the largest in the less-frequent division in each book.

It is of interest to note the words which appear in the first thousand of V, but are omitted from one or both of the grammars. Between a third and a half of these words are verbs. Only the first thousand words were considered, because if the correlation between the grammars and V had been more nearly perfect, the first thousand in V would have nearly coincided with the words occurring in the grammars five times or more, a few over one thousand in each case. Both grammars contained all the words given in the first hundred of V. The number of words omitted increased in direct proportion to their distance down the list. B-D omits entirely 236 of the items which appear in the first thousand of V, while C omits 205. If V is in general valid as a criterion of usefulness, the words in that list that have the greatest range and frequency should be taught to those who wish to learn the most helpful vocabulary possible, and should not be omitted from beginners' grammars that contain vocabularies well over one thousand words.

It is of interest to note the words that appear in one or both of the grammars but which are not included in V. The total number of such words is 340 in B-D and 432 in C. Since it is not infrequently urged against the adoption of a word list like V that this will lead to the exclusion of colloquial language in favor of vocabulary material of a more formal kind, it is appropriate to inquire whether the

items found in the two text books, but not in V, fall in the category of words belonging peculiarly to conversational style. Since the two books in question were written before V was published, the authors were evidently untrammelled in their choice of what they considered appropriate and useful. Aside from grammatical terms, which belong to the conversational style only in the classroom, the following list contains those items which might be grouped on a subjective basis in such a vague category. Because the words which do not appear in V and yet which these authors consider of sufficient importance to be included in their grammars are peculiarly interesting, they are listed here.

SUBJECTIVELY CHOSEN LIST OF COMMON WORDS WHICH APPEAR
IN C, BUT NOT IN V.

abat-jour	enrhumer (s')
agneau	environ
ascenseur	épicier
asperge	épicerie
avoine	faux
banane	frîre
bavardage	fumoir
bazar	garde-robe
blanchissage	géographie
bolteux	goûter (n.)
boulangerie	grange
brosser (se)	grappe
brumeux	gymnastique
buvard	haricot
califourchon	inattentif
canif	incertitude
carotte	infériorité
chambre à coucher	infernal
chaussette	liaison
chauve	manie
chétif	narration
colle	navrant
collégien	neiger
cruche	numéroter
dentiste	orange
désobéir	peigner
dindon	petit (n.)
dortoir	pion
droite (à)	pneumonie
énormément	poivre

pompier
 porte-plume
 potage
 portier
 prétentieux
 quelque (adv.)
 rire (n.)
 rugir
 rugissement
 salle de bain
 salle de danse
 salle de réunion
 salutation
 sapristi
 soit que
 solennel
 sous-préfet
 specimen
 store
 style
 succursal
 surlendemain
 tape
 tarte
 téléphoner
 thé
 timbre-poste
 tricoter
 trimestre
 typique
 vestiaire
 vinaigre

SUBJECTIVELY CHOSEN LIST OF COM-
 MON WORDS WHICH APPEAR IN
 B-D, BUT NOT IN V.

aéroplane
 allô
 aviation
 betterave
 bouillon
 boulangerie

brosse
 brosser (se)
 candélabre
 carotte
 chambre à coucher
 chambre de commerce
 chaussette
 dangereusement
 dentifrice
 droite (à)
 encrier
 environ
 épice
 épicerie
 épicier
 essuie-main
 grand'faim
 grand'rue
 grand'soif
 halle
 haricot
 hufre
 improbable
 infériorité
 laitue
 militaire
 montre-bracelet
 moyen (adj.)
 narration
 oral
 orange
 peigne
 peigner (se)
 poivre
 potage
 salle de bain
 salle de classe
 tarte
 taxi
 téléphoner
 thé
 timbre-poste
 tomate

That is, of the 432 items in C which are not found in V about 95 at most may be considered as falling in the class under discussion, and of the 342 of the same type in B-D, about 50. Almost anyone

would admit that most of these are useful words in the sense that they are frequently employed in ordinary speech, and some might be inclined to say that their presence in C and B-D provides evidence that in some respects such a list, proceeding from the author's needs, is superior to one made on the basis of an extensive count. However, when it is observed that of 95 items in C only twenty have a frequency of five or more, and of these only seven have a frequency of ten or more, and that in B-D only twenty-four have a frequency of five or more, and that of these only nine have a frequency of ten or more, it is evident that, however useful these may be for conversational purposes, they will hardly become a part of the student's active vocabulary unless the author's efforts in this direction are materially supplemented by a teacher who realizes their usefulness and at the same time is aware of their infrequent occurrence in the basic text. One may conclude then that while V does not include all words useful for daily purposes, textbook writers who introduce a very extensive vocabulary rarely fail to employ many words of low frequency and that some of these may be classed as highly useful for every day purposes, whether or not they appear in such a list as the one on which this study is based.

From this study some conclusions can be drawn relative to the vocabulary presented in these two grammars. In the first place, the number of words with a frequency of five or more is approximately equal in the two grammars, being 1028 in C and 1067 in B-D. But since the total size of the vocabulary in C is over 300 words larger than that in B-D, 56% of the words in the former occur less than five times in the pages of this text, while 43% of the vocabulary items in the latter occur less than five times. Although there has been no definite experimentation and proof in regard to the size of the vocabulary a student can learn in a given length of time, these are surprisingly large percentages and it seems doubtful if students can be expected to attain either an active or a passive command of words occurring so few times, especially when there are so many of them.

In the second place, it was found that the types of words in the more-frequent and the less-frequent groups in one book, when compared with the same class in the other book, were about equivalent. In both books, then, among the words with the highest frequencies the greatest number of words were found under the two

types of pronouns and of articles, prepositions and conjunctions; and among those of the lowest frequencies, under the three types of adverbs, of numerals and dates, and of words concerned with domestic life. It is perhaps inevitable that these types of words should prevail, inasmuch as words falling in grammatical categories such as these are important in all types of speech. But had there been introduced at the higher frequency levels more words dealing with domestic and public life, parts of the body and clothing, and food and flowers, the result would have been to build up a vocabulary that would be of more value to the student in his attempt to master written discourse.

In the third place, it was found that the majority of those items which appeared in the first thousand in each grammar, but were not included in V, were grammatical terms. This is evidence of the fact that these authors, as well as others who write modern French textbooks, to judge by their prefaces, consider it of great importance to include grammatical terms so that they may be employed in oral practice in class. If this principle be accepted, these books are but successful in this aim. If however it is thought better to teach grammar in English, so that more time may be devoted to the acquisition of a reading knowledge of the foreign language, that is, to a knowledge of the manner in which French authors commonly use their vocabulary and of what items this consists, then a grammar should be chosen in which there are, first, fewer words with frequencies below five; second, closer agreement between the words presented and those given in V; and third, a lower proportion of grammatical terms to the total vocabulary. In this way textbook writers may, for the same size of vocabulary, increase the number of words having a high range and frequency in written French; that is, introduce more words that appear in the first part of V which has been taken as the standard.

Furthermore, to the extent that these two textbooks exemplify like tendencies, one may venture to formulate certain provisional conclusions in regard to books of this type. First, the number of words presented to the pupils as a part of their work of the first year of French grammar seems too large to be well learned. The number given for the first year is well over 2000 in both books examined. Second, many vocabulary items (approximately one-half in each of the two books examined) appear in each fewer than

five times—a condition which is also unfavorable to the development of an active vocabulary. Third, the conducting of grammatical discussion in French tends to increase out of proportion to their future usefulness the frequency of occurrence of grammatical terms.

In the future, the use of some standard by which authors may be guided in the selection of vocabulary items for a two-year course will serve to check some of the undesirable tendencies noted above, but will not necessarily deprive the author of his privilege of selecting the aim for his book, nor of introducing words which may not appear in a standard list based on written discourse, provided that they are really useful at this stage and are introduced often enough in the text to become a part of the beginner's vocabulary.

MARGARET BLACKBURN

*616 Arlington Pl.
Chicago, Ill.*

FOREIGN LANGUAGE REQUIREMENTS FOR THE A.B. DEGREE

(*Author's summary.*—This paper surveys the present language requirements of 100 representative collegiate institutions, the results being presented with respect to four main geographical divisions of the United States. A purely fact-finding report without recommendations.)

IN AN effort to convince a college faculty of the inadvisability of reduction in the foreign language requirement for all students receiving the A. B. degree, the writer discovered a lack of suitable data to prove the general trend of similar situations in other colleges.¹ A questionnaire was, therefore, sent to over one hundred of our representative colleges and universities with the view of determining their requirement in foreign languages. Distribution was made as impartially as possible among prominent private schools, both co-educational and otherwise, large state universities, and smaller denominational colleges. The total number of replies was one hundred. The geographical distribution of the schools replying was as follows: Midwest, 35; West, 15; South, 25; and East, 25. Space forbids listing the coöperating schools, but the writer wishes here to thank them for their assistance, without which this investigation could not have succeeded.

The questionnaire aims to determine: (1) how many semester hours of foreign languages are required for the A. B. degree when the student presents no credit in those subjects from his high school course; (2) how many semester hours are required of those students presenting two, three, or more units of preparatory school language; (3) in what way ancient and modern languages are differentiated in the requirement; (4) what have been the changes, if any, in the foreign language requirement during the past five years.

The study undertaken presents several difficulties. In the first place, in foreign languages, more than in any other field, the college requirement varies according to the number of years which the

¹ Investigations along other phases of the same general subject are Hills, E. C., "Should Beginner's Courses in French, German, Italian and Spanish be given in College?" in *The Modern Language Journal*, November, 1928, pp. 101-11; and Purin, C. M., "The Training of Teachers of the Modern Foreign Languages," volume XIII of the *Publications of the American and Canadian Committees on Modern Languages*, 1929.

subject has been studied in high school. Colleges value one year in high school as the equivalent of anything from three to eight semester hours. Latin is sometimes a specific part of the foreign language requirement, and sometimes almost any foreign language will satisfy the demands for the degree. In other schools, a reading knowledge of French or German must be attained. Moreover, courses of study are not very stable. Often curricula are subject to change by a vote of the college faculty, of whom the majority have neither interest in, nor knowledge of, the proper requirement for the departments outside their own field.

Significant, furthermore, is the influence of the geographical location of the college on its foreign language requirement. So strong is this tendency that any attempt to average the results of the questionnaire for the country as a whole is of little value. Therefore, the data for each of the four sections is here given separately.

1. MIDWESTERN COLLEGES

In the large territory of the Central West, including the states from Ohio to Colorado and from North Dakota to Oklahoma, the college requirements are usually computed on the assumption that the student may have studied no foreign language in high school. An average for the thirty-five schools in the Midwest section shows 19.3 semester hours² required of those students who have had no high school preparation in language. However, there is a wide variation in the requirement. Two colleges have recently reduced their total requirement to six hours, while seven schools require thirty or more semester hours. Sixteen semester hours, reported by seven schools, is perhaps the most frequent requirement. Several other schools ask for eighteen, twenty, or twenty-two hours.

The total number of hours required is usually reduced by one semester,³ or in four colleges by one year, for each year of high school language studied.⁴ For those who have studied one language

² A number of colleges grant credit in quarter rather than in semester hours, but, in all cases, the requirement was evaluated in semester hours.

³ As Professor Hills shows in his article, most colleges in the Central West give elementary courses of four or five hours each semester, whereas in the East and South, three hours credit is customary. Few schools grant credit for the first semester of elementary work unless the second is also completed.

⁴ However, few colleges grant any exemption in the requirement when only one year of language is studied in high school, unless the student is able to continue successfully that language in college.

in high school for two years, the additional college requirement averages 11.3 hours. However, six colleges make no further requirement if two credits in one language are presented from preparatory school. Only six of the thirty-five colleges and universities require a foreign language for college entrance, and only one of these six schools requires more than two units. These six colleges are all in the eastern part of their section and are obviously influenced by standards in the East. A number of other colleges request, and probably all desire, that their Freshmen present two high school units in one language. But many of the village and rural high schools in the Central West offer no instruction in any language except English, therefore the colleges and universities are compelled under the accrediting system to receive many students without any foreign language credit.

Only six schools in the central section differentiate between ancient and modern languages in the requirement. A few other schools make an additional requirement in either ancient languages or mathematics, presumably in recognition of the disciplinary value which these subjects offer. Personal observation indicates that the majority of students who do not study foreign languages in high school or who study them but two years, select French or Spanish rather than Latin to fulfill a college requirement, although Latin is stronger in most Midwest high schools than are the modern languages. In the Southwest, classes in Spanish equal and often surpass in number classes in French; in the North and East, the situation is usually reversed. Enrollment in German has noticeably increased during the past five years.

Sixteen of the thirty-five colleges have changed their language requirement since 1924. Thus the situation in the Central West is more in a state of flux than in any other section. Nine colleges decreased the total hours required, two increased the amount, and the other changes were not of a quantitative nature. There has been some tendency to shift still more the burden of the requirement from the high school to the college.

2. WESTERN COLLEGES

In the fifteen Western colleges studied, the situation is not unlike that in the central section. However, there are several significant differences. The average requirement for those present-

ing no language from high school is 17.5 semester hours. This is slightly lower than in the Midwest, but there is much less variation. No college requires less than twelve hours nor more than twenty-four. Therefore, the Western schools present a more unified attitude than does the larger central section.

Forty per cent of the Western schools require two years of language for college entrance as contrasted with seventeen per cent in the Central West. Only one school requires more than two units of entrance credit in language. If a student presents two units from high school, the average Western requirement is 11.5 semester hours. In no college is the student excused from further requirement if he presents two years of high school work in one language. Two of our Western universities make no reduction according to the amount of language studied in high school. Other colleges in the section reduce the requirement by three, four, or five semester hours for each year of high school language. No Western college reported any differentiation between ancient and modern languages in the fulfillment of their requirements. This is in direct contrast with the situation in the Eastern colleges.

The requirement is more stabilized in the West than in the Central section. Only two Western colleges report any changes in the past five years: one school which formerly required twenty-two hours in two languages now makes the same quantitative requirement in one language only, and another college which used to require some credit in both ancient and modern languages now allows the student to select the language most suited to his future needs.

3. SOUTHERN COLLEGES

The twenty-five Southern colleges and universities offer analogies with both the Western and the Eastern schools, although they are probably more like the latter. The average amount required of those who have studied no language in high school is 21.5 semester hours. The range of the requirement is from twelve to thirty-six hours⁶, but there is no marked variation as in the Midwest. Only four schools require less than eighteen hours, and but two colleges ask for more than twenty-four. Three schools only make any dis-

⁶ In computing the total, each year of entrance requirement was counted as three semester hours.

tion between ancient and modern languages, and this differentiation is largely concerned with entrance credit.

Fifty per cent of the Southern colleges require some language for entrance: seven schools requiring two units; one school, three units; and four schools, four units. For students who present two high school units in one language, the average requirement is fifteen hours, as contrasted with eleven hours in the Central and Western schools. This requirement is, however, lower than that in the East.

Nine Southern colleges reported changes during the past five years. Three schools reduced the quantitative requirement, two schools materially increased it, and the other changes were of little consequence. The average requirement is probably the same as in 1924.

4. EASTERN COLLEGES

The twenty-five Eastern schools present a situation quite different from that found in our Midwest colleges. In the East it is difficult and perhaps useless to compute the average requirement for students who present no language credit for entrance, as such a candidate would be denied admittance to many schools. However, if each year of the entrance requirement is counted as three semester hours, the average for the East is 25.5 semester hours. Only four schools require less than twenty hours in high school and college combined. It is likewise futile to average the requirement for those who present only two units of language for entrance, since all but five colleges require more than two years' preparatory study. Typical of many Eastern colleges is an entrance requirement of four years in Latin or Greek and two in modern languages plus one year (six semester hours) college credit in ancient languages and a similar requirement in modern languages. This contrasts with a typical Midwest requirement of two years (sixteen to twenty hours) of college language, which is reduced by ten hours if the student presents two preparatory units in one language.

Both Latin and modern languages are an essential part of the preparatory school curriculum. The Eastern preparatory school is more concerned with elementary language than is the university. With one exception, and that in a school whose requirements are qualitative not quantitative, all Eastern schools studied require at least two years of entrance credit in language. Four colleges re-

quire two years; one requires three years; five require four years; seven demand five years of study in two languages, and six call for six years of preparation. Twenty-one out of the twenty-five Eastern schools make some requirement in Latin or Greek. Many colleges demand that their students study ancient language four years in high school and one year, or six hours, in college.

Seven Eastern schools have changed their language requirement since 1924, but in only one case was the number of hours reduced. The new regulations appear to strive for more exact definition of requirements rather than for any quantitative change.

5. CONCLUSIONS

Some general tendencies are observed in the results to the questionnaire. Most colleges believe that the student should concentrate on one language until he has mastered it, rather than scatter his efforts over elementary work in three or four languages. If a student does not intend to major in foreign languages and can devote but two or three years to their study, it is obviously better to concentrate his efforts on one language. Major students in modern languages should, however, study Latin and at least one modern language other than the one in which they do their major work. Students majoring in Latin should know, as a minimum, one modern foreign language.

A movement, valuable for the most part, is the effort of some colleges to make the language requirement qualitative rather than quantitative. For example, Middlebury College gives an examination testing a Freshman's speaking knowledge of a modern language studied in high school. The University of Montana determines by a placement examination the amount of reduction in the college requirement for students presenting two years of high school work. Some schools, among which are several prominent colleges, make no specific requirement, but ask that the candidate for the bachelor's degree pass a reading test in some modern language, preferably French or German. For the average student, this usually represents at least twelve hours of college work in one language. Such a system has much of value and is worthy of consideration by other colleges. It should, however, be based, the writer believes, on a requirement of two years' preparatory Latin. Furthermore, professors preparing classes for a reading test should never

forget that the consistent use of the foreign language in the class-room strengthens decidedly the student's ability to read with understanding. If the attainment of a reading knowledge ever degenerates into the mere attendance on a certain number of translation courses, then some new standard should be set up.

This questionnaire studies the requirement for the A. B. degree. However, some schools granting both the A. B. and the B. S. degree reported on both. Observation indicates that where the language requirement is differentiated for the two degrees, candidates for the B. S. degree are usually excused from college Latin or Greek. The requirement in modern languages is usually the same for both degrees.

In general, one notes no sweeping changes in the foreign language requirement during the past five years. No college studied grants an A.B. degree to a student who has not studied some foreign language during his high school or college course. There has been some tendency, but not a pronounced one, to reduce the language requirement. In the Midwest, high school courses in modern foreign languages need to be materially strengthened. School administrators and heads of college departments should see that their school or college requirement equals at least the average for their section. Instructors should strive that their students attain, not merely the fulfilment of a requirement, but rather increased reading and speaking ability in the language which they study and, above all, that they be trained in international thinking, which is one outstanding characteristic of the educated man.

MINNIE M. MILLER

*Kansas State Teachers College of Emporia*⁶

⁶ The material for this study was gathered while the writer was professor of Romance languages at Southwestern College of Winfield, Kansas.

THE DETROIT FOREIGN LANGUAGE EXHIBIT

(*Author's summary.*—Details of organization and execution, and favorable results, of an exposition of work by foreign language pupils in a big city system.)

I MUST frankly admit that when I was asked to be general chairman of the city-wide language exhibit—and the languages represented all those taught in the city day schools exclusive of English—I thought the organization of the work would eclipse any possible appreciation on my part of the material brought in. I was delightfully disappointed. I found that the word "exhibit" had a magic effect on pupils. From some of the least able in foreign languages came requests. "May I make a stage set to illustrate our play?" "I can model a head of Jeanne D'Arc in clay." "I'll illustrate a German story." "I'll make a poster for the whole thing." I know beforehand what some of my readers will say. "These are problems for your art department, not for you." But do you not forget, as I did, that sometimes the least able in foreign languages are not unintelligent? Their interest really needs an artistic stimulus. I found from this experience that after there had been brought into play the creative processes of making posters, notebooks, plaques and dolls, my apparent dullards awoke to a richer feeling for the language I am teaching. For this reason—because our city-wide exhibit was successful not alone from the artistic point of view, but from the point of view which concerns us more, namely, that of enrichment of *power* in the languages—I wish to tell about the exhibit held in Detroit in May 1928.

My committee was composed of members from the French, German, Greek, Italian, Latin and Spanish departments of the city schools. They worked so well, so faithfully, and so cheerfully with the teachers and pupils in both intermediate and senior high schools, that when the material was assembled, space in the Children's Museum permitted us to display but one-half of the work, although practically the entire third floor had been turned over to us for exhibit purposes. Each school sending in material was represented. I regretted that the physical conditions prevented us from displaying everything, for many children coming to see their work were disappointed. But the members of the committee never dreamed that the call for material would make such a wide appeal.

It was agreed that the exhibit should be opened to the public with an informal reception on the first day, and that on each suc-

ceeding afternoon one member of our committee should take charge assisted by students in costume. A registry for guests was made by one of the high school Latin pupils. It was further agreed to group the material according to the languages taught instead of by schools represented. The sufficient reasons are: greater artistic and linguistic unity is secured, and the contributions from small schools do not lose by comparison.

The Latin exhibit was by far the largest, because there are many more pupils studying Latin in Detroit than any other language. The ingenuity and scholarship displayed in the classical models were little short of amazing. Among them were clay busts of Caesar, models of the Roman Forum, maps in bas-relief of Rome and Italy a Roman fort, innumerable dolls dressed in Roman costumes, triremes and biremes made of soap and wood, besides charts showing English, French, and Spanish derivatives, cartoons, scrap-books, composition books, a Latin newspaper "The Audite," posters, and even photographs of the most able Latin students. Among the Greek contributions was a large poster showing the influence of Greek in medicine and architecture.

The Spanish exhibit was equally inspiring but much more colorful! Several dolls were dressed in costumes of the Spanish provinces, colonial possessions, and other Spanish speaking countries. Posters advertising the exhibit bore Spanish designs. Maps, travel books, composition books, and illuminated manuscripts showed that weeks and weeks of preparation, correction, and reconstruction had gone into their organization, content, and illustrations. Among the finest contributions were the Spanish stage settings and a miniature home true in every detail as to exterior and interior decoration.

The German enrollment in the Detroit high schools is not as large as that of Spanish and French, but the quality of the work shown was just as fine. Among the most unusual displays were several stage settings made for the plays read in the classes or acted by the clubs. The interiors were perfect as to German furnishings. The dolls were characteristically dressed to represent the actors of the plays. A portrait in charcoal of Schiller, "Das Lied von der Glocke," and "Das Schloss am Meer", both beautifully illustrated, original stories and compositions, to say nothing of numerous class note books were among the other admirable German contributions.

I had been in closer touch with the preparation of the French material than with that of the other languages because I teach French. My deepest interest, therefore, was in the French exhibit.

We use as a beginner's text Méras' "Le Premier Livre." The material sent in to show the ways in which this text had been studied was unusually good. Class note books contained illustrated descriptions, abundant practise exercises on the text, original résumés, and compositions using the vocabulary of the text but applied to new situations. Large hand made maps of France showed Remi's itinerary. The margins contained views of the cities which the wandering players visited. Stage sets, also, illustrated Remi's many adventures. Short accounts of these incidents were written in note-books and accompanied the sets. Remi was present in soap, in wood, and in china, as were also his good friends, Vitalis, Joli-Coeur, and the performing dogs.

In the second year, "Histoire de France" by Lavissee, "Contes des Provinces" and other readers are used. What opportunity was offered by these historical texts! What pageantry is more beautiful than that of France? One book was hand bound in deep brown covers. Its buff pages contained sepia illustrations of some of the most interesting characters and events in French history. The French paragraphs explaining the illustrations were simply but carefully written. Maps of the old provinces, France of today, and Paris, illustrations of the costumes of long ago and of today, travel posters of old and new France, hand lettered original texts and compositions revealed a creative imagination and a language sense that many of us had not realized before.

Here as elsewhere, the French pupils who continue their study of the language for three and four years are in the minority. This smaller number, however, contributed in book form, representing the work of individuals or classes as a whole, their best in original outlines, stories, letters, descriptions, book reports, and résumés.

In considering the exhibit as a whole, if one reflects on the actual worth of the charts made to illustrate derivatives, developments of the parts of speech, comparisons of word order in the various languages, the daily exercises, stories, descriptions, letters, and other material indicative of intensive language teaching in the classroom, the results of the exhibit were distinctly measurable and, if rated, would rate well. I should like to emphasize particularly that

the representative written work showed an exactness and an originality commensurate with the artistry of the entire display. The teachers who visited the exhibit were not the only judges. Alumni, members of the foreign consular service, visitors from the libraries, newspaper offices, banks, and other places of business of the city were most enthusiastic in their praise of the material. Mr. Fritz Heiler, of the German consular office, spent an entire afternoon in the exhibit rooms, examining in particular the German material, which he pronounced excellent.

But reflection also reveals that in these days of new type tests we are apt to over-emphasize the measurability of our work. What was fully as interesting—and I am voicing the opinion of some of my colleagues in the Detroit schools—were the learnings which accompanied the preparation of the exact written material and which found their expression in the artistic and colorful arrangement of its settings. This explains why many of our visitors found the models of the French châteaux, le Petit Trianon, the guillotine, and the Bastille more interesting than the written work. And among these visitors were some of the best judges of all—the pupils themselves, who came by twos and by twenties.

They pressed eager faces against the glass cases containing the more fragile Roman models; they thumbed with awed interest the travel books of Germany and Spain; they laughed at the French cartoons; they examined with delight the drawings and short original stories hung on the walls; they read the high-school newspaper accounts of what the foreign language clubs are doing. (These clubs are numerous and flourishing!) Their comments were characteristic of their reactions. "Look at that map of Italy. Just like the one in our book." "Aren't those dolls dear? Why there's Louis XIV and here's Napoleon—only he wasn't so fat!" "Come here! Did you ever? This is a 'chêne' and these dolls are 'les druides.' And what do you know—the foliage is made of little sponges dyed dark green!" "Wonder if they'd send these things over to our school for an exhibit when they're through with them here." It was done. At the close of the exhibit, which lasted ten days, several schools exchanged their materials.

Space does not permit greater detail. It is needless to add that exhibits do not need to be city-wide to have value. Any exhibit is successful if teachers and pupils work whole-heartedly. Ours would

have been successful if pupils and teachers alone and no other visitors had attended it, because it gave to both groups a new perspective on the creative possibilities of foreign language work.

MURIEL H. NETZORG

*Northwestern High School
Detroit, Mich.*

THE CASE FOR FRENCH *EN PANTOUFLES*

(*Author's summary.*—Bookish French must be learned, but the student needs for ordinary use the every-day expressions actually current in correct but colloquial speech.)

THE *Will it work?* of the pragmatist has become pretty much the criterion not only for business and social practice, but also for educational method, and much as the idealist or the pure classicist may rebel or sneer, the fact remains a fact. After all, the ordinary person would rather own a Ford that will run than a Lincoln that will not, and who shall blame him? The great criticism directed against education by business men has been that it furnished luxurious but useless knowledge. (Not that all business men, of course, are always capable of detecting useless, if any, from useful knowledge. Therein lies the weakness of their criticism.) Victor Cutter, president of the United Fruit Co., made this very charge against modern language teaching before the New England Modern Language Association meeting last year. Yet only recently the teaching of colloquial French has been criticized as presenting the language too much *en pantoufles*.

Now, is there any doubt that French *en pantoufles* is more frequently met in one's wandering about France than French *en toilette*? Surely not. The same is true of any language; and the sweating student of German who is learning to read the involved sentences of its literary style is somewhat consoled to receive to his question, "How can they talk that way?" the answer, "They don't." Merely because slippers are put on, shame or impropriety is not necessarily put on with them. As a matter of fact, informal dress is at times more appropriate than formal clothes. Continuous wearing of evening pumps with high heels will throw the body out of its proper pose and make it unnatural. Continuous use of a language *en toilette* will similarly make it stiff, unnatural, and fragile—witness the very impoverishment of the French classical tongue. To very few people, fortunately, is it given to be always on their dignity—and even they must often associate with those who are not.

What are the uses of French for the ordinary student of "composition?" A few may use it in teaching or in business; a few others may have French acquaintances with whom they correspond; others may become interpreters, diplomats, or consuls; there may be an occasional Stuart Merrill or Julian Green; but by far the

greater proportion are studying French composition to know how to speak the language whenever occasion may arise, whether as they travel or as they need it in their social contacts. And what will be the language spoken by those they meet? French *en pantoufles*, precisely! There may be a ribbon or a bow on them, here and there, but slippers they are, all the same.

The student wants to be able to hold his own when French is spoken to him. He wants to know: "Is this the French that they speak in Paris?" Every teacher has been embarrassed by the question: "How do you say in French" this or that familiar expression of every-day life. To put such expressions into formal language would be to deplete them of all color. Hobnob with a student who knows three or four hundred idioms. He will use them on every possible occasion, even when talking to himself. He finds a legitimate joy in knowing how to say every-day things in an every-day way.

French *en toilette* is beautiful. There are witnesses of all nations and of many ages who have testified to this. We American teachers of it agree, almost unanimously. Every student who learns to read French should be taught to appreciate it, to understand it, and to enjoy it, in all its phases.

Yet it is hopeless to make French another mother tongue for college students and, it being impossible, this is not our aim. In English, we like to have our active speaking vocabulary correspond as closely as possible with our passive, reading vocabulary. In French, a differentiation is permissible, in view of the use to which the vocabularies are to be put. The passive reading vocabulary for the ordinary student is quite naturally that of the classics, of the great writers whose style and content have made their appeal to everyone. But familiarity with the popular tongue is necessary for intelligent reading of modern literature. Even such far-from ephemeral works as *Jean-Christophe*, *L'Ame Enchantée*, Maurois' or Mauriac's writings must remain partially closed to him who is untaught in truly modern French—*en pantoufles*. The active speaking vocabulary, the idioms and words, must be such as will fit in with the auditor—or reader—of what the student produces, and in a great majority of cases this is the ticket seller, porter, hotel-keeper, guide, another college student, chance acquaintances, to whom one talks of ordinary things: trains, baggage, food, the news, etc. Should we not laugh at a French student writing and speaking Shakespearean, or even Victorian, English? Yet it is scarcely more

ridiculous for him to say, "How goeth it with you?" than for us to teach "Comment vous portez-vous?" *Aéroplanes* and *aéroplanes* have disappeared; for us, and for the French, the words must remain in our passive vocabulary, but airplanes and *avions* are the words everyone uses, which we must understand and must use to be understood. No one likes to be ridiculous, especially for the language he uses, and of all places, a foreign country is where one is most sensitive. Why not, then, teach a language which will make our students at ease when they need to use it?

One of the outstanding faults of modern language teaching today is the lack of emphasis on the receiving end, on understanding what is said. Many a college student is capable of expressing his simple wants in a foreign language who yet remains incapable of understanding another person speaking to him. To understand, one must comprehend the spoken language very much *en pantoufles*. Nowhere is this more evident than in the attempt of a student, who perhaps can read the classic theatre with facility, to follow a modern play as he attends a French theatre.

Few natives even realize the difficulty that the foreigner is experiencing and a *voilà le train* in answer to a question will sound to the bewildered American's ear more like *valtrain*. Only training will connect the sounds with their written equivalents. Such training does not necessitate, to be sure, that the student himself use the pronunciation that he hears. But an understanding of common, colloquial French pronunciation, syntax, and vocabulary, is a *sine qua non* to the utility of his knowledge. This fact has been recognized in the report on the training of teachers made by C. M. Purin for the Committee on Modern Languages. The textbooks and the teacher must be able to provide the student with requisite practice for this need.

Why should we not, then, in composition courses, teach to students the language which will be useful to them in listening and in speaking, the language in which they are interested? There is time—and it is the place—to teach the literary phase in the reading courses, where literary worth often rests on beauty or clearness of style, and where the discussion of the matter may easily include the study of the words which express it.

French *en toilette* or *en pantoufles*? Both, each in its place; for each *has* its place.

DWIGHT I. CHAPMAN

Boston University

Correspondence*

SMITH'S FRENCH ROMANTICISTS

To the Editor of the *Modern Language Journal*:

In the December number of the *Modern Language Journal* Professor Rudwin reviewed *Short Stories by French Romanticists* edited by Professor Maxwell M. Smith. Professor Rudwin's review was more than unfavorable; it was devastating; it was—shall we say satanic?

In the opinion of the present writer Mr. Smith's book does not deserve all of the criticisms heaped upon it. For example, Mr. Rudwin reproaches Mr. Smith with stating that Chateaubriand's aim in the *Génie du christianisme* was to show that Christianity was "incomparably more beautiful, more artistic, than any other religion." On the contrary, says Mr. Rudwin, Chateaubriand wished to show that "Catholicism was superior to the anti-religious rationalism of Voltaire and of the other *philosophes* of the preceding century." I must beg to point out that Mr. Rudwin has omitted an important part of Professor Smith's sentence which states that "the purpose of Chateaubriand . . . was not so much to prove the validity of Christian dogma, as to show that, contrary to the scoffing of the 18th century philosophers, Christianity with its divine mysteries, its early martyrs, its medieval legends and its rich cathedrals is incomparably more beautiful, more artistic, than any other religion." In the second place, Chateaubriand himself states (See *Génie du christianisme*, Livre I., ch. I.) that one should try to prove to a world seduced by the 18th century philosophers that "de toutes les religions qui ont jamais existé, la religion chrétienne est la plus poétique, la plus humaine, la plus favorable à la liberté, aux arts, et aux lettres . . ." I should say that Professor Smith was reasonably familiar with Chateaubriand's thought.

With some of Professor Rudwin's criticisms I agree, but I cannot admit that the stories by Nodier and Gautier are hopelessly unsuited to American students. Nor can I agree that the Introductions are too lengthy. On the contrary they seem to me of reasonable length, conscientiously and intelligently composed. In fact, the entire book seems to me well conceived and on the whole well executed.

ELLIOTT M. GRANT

Smith College

* The Editors welcome short communications on topics of interest to teachers of modern foreign languages. Please send such items to the Managing Editor.

HOW CAN LANGUAGE TEACHING BE IMPROVED?

To the Editor of *The Modern Language Journal*:

In response to Mr. W. T. Couch's highly interesting and stimulating article entitled: "Can language teaching be improved?" which appeared in your issue for October 1929, I should like to make a few suggestions.

Yes, language teaching can be improved and the only way to improve it is to consider both sides of the task, the philological as well as the psychological, without however that confusion which inevitably leads to misinterpretation of the facts and data. I am afraid Mr. Couch himself is not altogether free from reproach in this respect.

When he discusses the means of acquiring a reading ability in a foreign language he deals with the graphic aspect of the problem which is more philological than psychological in its nature. His statement that "the better one knows his mother tongue, the quicker he can get accustomed to the foreign tongue" applies, therefore, only to the acquisition of reading habits in a foreign language, which depends largely upon the previous linguistic training of the pupil and upon his I.Q.¹ With this important reservation I find myself in perfect agreement with the author.

Success in the acquisition of conversational habits in a foreign language, on the other hand, depends to a greater extent upon the psychological and physiological features of the case, i.e. upon the age and the peculiarities of the mental type to which the student belongs—his ear-memory, the so-called instinct of imitation, etc. Whereas in teaching reading the grammar-translation method and bilingual texts might be used to some advantage, especially where the texts are not too idiomatic, e.g., highly specialised scientific foreign texts, in developing conversational habits and deciphering foreign idiom the direct method seems to me the only rational procedure to follow, whether the student be a child or an adult.

That is precisely the reason why there is nothing incredible in the fact that "one may still find advocates of the learning of a new language by an adult in the same way that the child learns his native tongue." I am one of these advocates myself, although in my "New Scientific English Reader for Russian Students" I have adopted the system of bilingual texts with a grammatical commentary attached.

This is because I have always been of the opinion that from the methodological point of view the acoustic aspect of language study stands in the same relation to the graphic side as "Speech" (sprechen) stands to "Language" (Sprache). The former is a

¹ See my "Principles of the Natural Method of Teaching Languages," Tiflis, 1927, p. 31.

psychological problem *par excellence*, while the latter is primarily philological in its aspect, although both come within the province of the educational psychologist, with whom the language teacher must work in close cooperation.

EUGENE SPENDIAROFF

The Technological Institute of Leningrad

Notes and News

NOTE: Readers will confer a favor on the editor by calling his attention to matters suitable for inclusion in this department.

Changes in the personnel of Language Departments, developments in education affecting the modern languages, meetings of language teachers—these are of particular interest to our readers; but there are many other happenings of which language teachers would doubtless like to be informed. Please send all such communications to the Managing Editor.

Statistics of public and private high schools and academies lie before us, contained in two bulletins (1929, nos. 19 and 35) issued by the U. S. Office of Education, and comprising advance sheets from the Biennial Survey of Education. While the figures deal chiefly with the year 1927–28, there are some comparative statements as well that are of considerable interest. Thus, the bulletin on the public high schools presents a condensed discussion of language enrollments on pp. 7–9, including a chart that shows the percentages from 1905 to 1928. In accordance with figures we have seen elsewhere, all foreign language enrollments are on the down grade, though the modern foreign languages only exhibit this tendency since 1915. (In other words, the wholesale exclusion of German from the high school not only caused losses in modern language enrollments that were never made good, but also apparently started a general decline in modern language election which continues to the present day.) Interesting is the difference between the public and the private high schools with respect to their language population. The following condensed table gives the percentage of enrollment in the principal foreign languages as related to total school enrollment.

Public High Schools

	1890	1900	1910	1915	1922	1928
Latin	34.7	50.6	49.0	37.3	27.5	21.98
French	5.8	7.8	9.9	8.8	15.5	14.0
German	10.5	14.3	23.7	24.4	.6	1.8
Spanish			.7	2.4	11.3	9.4

Private High Schools

	1890	1900	1910	1915	1922	1928
Latin	31.3	46.9	54.7	54.9	53.0	56.5
French	17.0	22.8	28.7	26.7	32.5	29.9
German	13.6	18.5	22.7	22.3	3.2	3.6
Spanish			.5	2.7	11.7	9.0

In general, as one might expect, the total language enrollment in the private schools has held up much better than that in the public schools; moreover, it is interesting to note that Latin has even gained ground in those schools, whereas it has been losing steadily in the public schools since 1900. The distribution by states and by sexes is recorded in other tables in these bulletins, to which we refer those interested.

Alpha Zeta Pi, honorary romanian fraternity, held its second national convention in Columbia, Mo., Jan. 2 and 3, 1930, with E. B. Renaud of the University of Denver serving as retiring president. At the banquet which terminated the convention, Dr. Renaud spoke on "Our World Influence and Our National Speechlessness." There are eight chapters, all in the middle or far west. The new officers are: E. B. Place, U. of Colorado, *president*; Gilbert M. Fess, U. of Missouri, *vice-president*; Adelle Clark, Texas Christian U., *secretary*; Margaret L. Mulroney, Colorado State Teachers College, *treasurer*.

World-mindedness is the keynote in two sets of assembly programs prepared by Rachel D. Du Bois and sponsored by the Women's International League for Peace and Freedom. They are designed to afford the student a fuller knowledge and appreciation of other races and nationalities. The first series, entitled "The Contribution of Different Racial and National Elements to American Life," takes up a different racial group or country each month; the second series, "Education in World-Mindedness," presents various phases of culture, such as language, science, the dance, etc., and traces the contribution of each to world unity. Either series may be had for 10 cents in stamps by writing to the Women's International League, 1924 Chestnut St., Philadelphia.

Leave of absence for the modern foreign language teacher is a matter in which we take a keen interest, and every happening which promotes it wins our applause. So we read with pleasure that the N. Y. Board of Education has recently approved no less than 947 requests for leave of absence. The motivation for this liberality may not be a wholly ideal one; one factor in the situation, we understand, is the desire to provide at least temporary openings for a large number of substitute teachers who are at present without positions. But we are concerned chiefly with two things: first, the actual enjoyment of leave by teachers in service without the risk of professional disadvantage; and second, the establish-

ment of the *principle* that leave of absence is a desideratum for all teachers, whereby their ultimate value to the American school is enhanced. The example furnished by New York is actually meeting our first point, and should contribute signally to the realization of the second.

Self-support of the foreign student may be greatly aided in larger communities by the adoption of a plan which is now being tried out in Boston. Here students from the lands of more exotic culture—Greece, India, Turkey, China, Persia, etc.—have established an International Student's Exchange, where the products of their native lands, furnished by them, are sold for their benefit, the profits being used to help defray the expense of their education. The undertaking is reported to have been quite successful.

"**Das Deutsche Blatt**" is the title of a publication which is so far unique in our records: it is an eight-page monthly magazine written entirely in German by negroes studying at the West Virginia State College. We have not seen the magazine, but from reports we have seen it must compare favorably with similar student publications anywhere.

Prediction of future success in school work (in life too, for that matter) has come to the fore concomitantly with the great popular movement that has swelled our high school and college enrollments almost beyond the limits of the desirable. Intelligence-ratings, mental tests, prognostic tests—these are individual straws that float down the general wind. Language teachers, it seems to us, should take a particular interest in this problem. Occupying as we do an exposed position on the educational firing-line, advocates of a subject which undoubtedly offers peculiar difficulties for certain types of mind, it can only be to our advantage if pupils who are likely to do poorly in language work are diverted from it at an early stage. The latest examination of predictive methods to come to our attention is by George E. Tozer in the January number of *The Teachers Journal and Abstract*, where he discusses the entire problem of high school success. Coming to the conclusion that intelligence and school habits together account for about 78% of the grades of underclassmen, and about 83% of the grades of upperclassmen (school habits claiming about 40% of this total), he makes the interesting recommendation that cumulative records should be kept for every child, from his entrance into first grade to his graduation from high school. If such a record listed the child's school habits as well as his grades, something like scientific prognosis could be achieved, and foreign language would not be the subject to derive the least benefit from it.

The **mid-western M. L. T.**, i.e. the Association of Modern Language Teachers of the Middle West and South, will hold its annual meeting in Chicago, May 2 and 3, at the Auditorium Hotel. Friday evening, May 2, there will be a dinner at \$2 per plate,

followed by a Spanish program. Saturday morning, May 3, there will be a general session, then lunch at \$1.50, followed by sectional meetings for French, German, and Spanish. It is requested that reservations for the dinner or lunch be made in advance to the secretary-treasurer of the association, Miss Ruth R. Maxwell, 724 Erie St., Oak Park, Ill.

A theatre of the nations in a large city with a thoroughly mixed population—what an excellent device for putting the melting-pot into actual service on a cultural level. This plan is to be tried out in the Little Theatre of Cleveland's Public Auditorium, we read in *The Interpreter* for December. Strictly speaking, the venture is not absolutely new, for the dramatic societies of the different national groups in Cleveland have been putting on plays in the neighborhood houses for years. But the centering of all these enterprises in one theater, where the eye of the entire body of citizens is rather effectively focused upon the undertaking and its underlying idea, alters the entire character of these single dramatic ventures: instead of serving the separatism of their several national groups, these plays are now to be fused, in a manner which is itself rather dramatic, into a symbol of the diversified unity of our American civilization. No less than 26 national groups are co-operating in the Cleveland experiment, and fully 20 weekly performances, each by a different group, are planned. The *Cleveland Plain Dealer* is paying for the theater, and the proceeds of each performance are to go to the national group responsible for it. It is interesting and perhaps significant that the Hungarian group, which was the first on the list, voted to use its surplus to place a bust of Petöfi, the Hungarian poet, in the Cleveland Public Library. If this example were to be followed by the other groups, the cultural importance of Cleveland's new departure would take on a still more striking aspect.

Evaluation of foreign student credentials is a problem of increasing urgency and importance, in view of the growing influx of foreign students who desire the benefits of American education and economic opportunity. Frequently the teacher of modern foreign languages is called upon to give information to registrars, advanced standing committees, and other administrative officers; and only too frequently the data in the possession of such teachers are fragmentary, out of date, or otherwise incorrect. We should like to apprise teachers, and through them our college administrators, that in the U. S. Bureau of Education there is a special Foreign Education Section in charge of Mr. J. F. Abel which is devoting much attention to the evaluation of foreign credentials. It seems to us highly desirable that the service offered by this bureau should be utilized very freely by American institutions of higher learning. Only in this way can we hope to arrive at something like consistent practice in the admission of foreign-trained

students; and it is surely very much to be desired, and theoretically possible, that a student coming to America after graduating from a French *lycée* or a German *Gymnasium* should be given the same status here, whether he elects to study at Harvard University or Reed College. Such uniformity can only be achieved, if at all, by reference to a central agency and adherence to its decisions.

Foreign language calendars constitute an effective and not too expensive device for interesting pupils in the foreign country, while at the same time they add to the attractiveness of the schoolroom. We think particularly of the type of calendar of which so much is made abroad, and which the Germans conveniently call *Abreisskalender*: for each week (in some cases for each day) there is a separate page, and the printed matter varies from page to page. French calendars of this type give sunrise and sunset, anniversaries to be commemorated, names of saints, etc.; German calendars are issued on a great variety of subjects: history, landscape, art, music, silhouette, etc., etc., and are always illustrated. These calendars may be had of New York importers and others; the German Tourist Information Office, 665 Fifth Ave., N. Y., also has some copies of the *Deutscher Reichsbahnkalender*, which is apparently distributed free of charge.

Malcolm Gilmore Wright has sent us a copy of his thesis on "The Rôle of the Auditive Sense in Baudelaire's Works." It surprised us, in view of the author's formulation of his title, to find on p. 17 the following statement of his purpose: "We are to investigate the extent of Baudelaire's knowledge of music and the use that he made of it as a means of intensifying, consciously or unconsciously, his writing." It also surprised us to encounter in the introductory chapter, in which previous critical comment is reviewed, a number of passages in which the auditive sense is not mentioned, but much is made of Baudelaire's concern with odors and perfumes. The chapter headings are: Musical influences in the life of Baudelaire; Consideration of some of the musical terms in his works; Further evidences of the musical mentality and nature of Baudelaire; Statistics and conclusions. There follow an appendix with a complete list of the musical expressions used, and one treating the three families of words used most frequently: *Harmonie*, *Mélo die*, *Chant*. The following sentence appears to sum up succinctly the gist of the author's findings: "Baudelaire not only seeks and cultivates the vocabulary pertaining to music and to the auditive sense, but he increases the potentialities of this device by transposing it into the sphere of the other senses. This paresthesis of musical terms seems to constitute an outstanding factor of his work."

President Butler of Columbia has more than once set the tongues of language men to wagging by his somewhat striking utterances regarding language work. It is perhaps to be welcomed

that he takes enough interest in language study to mention it in his discussions of college and university problems. In his last annual report (December 1929) he makes a pronouncement which might well serve as the basis for debate: "There is no reason why the educated and the cultivated man should not have speaking knowledge of at least two of the four chief European languages." "The mere knowledge of a grammar of a foreign language, together with some survey of its literature, is not sufficient. There must be command of it for spoken use." A dictum with which language teachers would have no fault to find, if only the educators in charge of curriculums would provide the requisite years of study.

Bulletins on the principles and practice of testing are issued periodically by the World Book Co. in connection with its series of educational tests. The latest one to come to our attention is no. 22 on the "Use of Tests in Studying School Problems." These bulletins, issued in a handy size, may be had free by application to the publisher.

Intelligence in relation to home language has been studied by Amy D. Wilbur, who reports on her results in the December number of the *Bulletin of High Points*. It is interesting to note that the child's I. Q. is apparently not affected by the fact that the language of the home is a foreign tongue; one might have expected that familiarity with English would make for higher scores on the mental tests, but this seems not to be the case.

A. A. T. S.

Thirteenth Annual Meeting, Geo. Washington U., Dec. 27 and 28, 1929. Addresses: Charles R. Mann, "By-Products of the Modern Foreign Language Study;" E. Allison Peers, "Hispanism in the British Isles and its relation to the work of the association;" Lawrence A. Wilkins, "Spain in 1929;" Arthur L. Owen, "The psychological novel in Spain;" S. L. Millard Rosenberg, "Style and Ricardo Leon;" Esther L. Crooks, "The renegade in the Spanish theater of the seventeenth century;" S. Patterson, "An inventory of aims and methods;" Colley Sparkman, "Bi-lingual reading texts for beginners;" Robert H. Williams, "Satirical rules of etiquette in the Siglo de Oro;" Ernest H. Hespelt, "A Spanish feminist of the early nineteenth century;" Edwin B. Place, "A group of Autos Sacramentales found in a Spanish-speaking region of Colorado;" Alfred Coester, "Some international periodicals;" John D. FitzGerald, "Raymond Fouché-Delbosc;" J. Moreno-Lacalle, "Fallacies in the teaching of Spanish." The president for 1930 is Henry Grattan Doyle, Geo. Washington University.

Personalia*

Charles H. Holzwarth, editor-elect of the *Modern Language Journal*, was born at Rochester, N. Y., and had his early education there. His undergraduate work was done at the universities of Rochester and Syracuse, and he took his A.B. degree at the latter school in 1906, winning election to Phi Beta Kappa. He obtained his Ph.D. degree from the University of Leipzig in 1909. His teaching record is as follows: prof. of mod. lang., Ursinus College, 1909-11; inst. in German, Smith College, 1911-14; head of mod. lang. dept. in West H. S., Rochester, 1914-19; in charge of mod. lang. in Rochester schools, 1919-25; vice-principal of Monroe H. S., 1925 to date. In addition, he has repeatedly given a course in the methods of modern language teaching at the University of Rochester.

His publications include the following textbooks: *Gruss aus Deutschland*, *German Composition* (with Carrington), *Das edle Blut*, *Beginners' French* and *Intermediate French* (both with Price).

Mr. Holzwarth has been active in the organization and administration of modern language teaching in New York state, serving as regional chairman under the Study, president of the state association, and member of the state syllabus revision committee and the state regents examination committee.

Rachel Hibbard has transferred from Westminster College, Pa., to be head of the German and French department in Abbot Academy, Andover, Mass.

Leo Wiener, professor of Slavic languages and literatures at Harvard, is to retire in June as emeritus after more than 30 years of teaching.

André Morize, professor of Romance languages at Harvard, will be on leave of absence for the first semester of 1930-31; C. H. Grandgent, who holds the same title at Harvard, will be on leave for the second semester.

Régis Michaud of Paris has accepted an appointment in the Department of Romance languages at Dartmouth for the spring semester of the current year.

American Field Service Fellowships in France are being held this year, among others, by the following persons in the modern language field: **William Rogers Quynn**, inst. in French at Amherst, planning to complete a thesis on Guez de Balzac and study with Professors Bédier, Hazard, and Chamard at the Sorbonne; **Paul C.**

* These personal items are hard to get, but often of wide interest. Readers will confer a favor by informing the Managing Editor of new appointments, transfers, publications (not textbooks) and the like.

Snodgrass, asst. in Rom. lang. at U. of Ill., preparing critical studies in the later modern period of French literature; **William Troy, Jr.**, inst. in Eng. at N. Y. U., studying the interrelationships in thought and form between modern French and modern American literature; **William T. Bandy, Jr.**, asst. in French at the U. of Ill. (renewal), working under Baldensperger at the Sorbonne on *L'Evolution de la critique Baudelairienne*.

André Maurois, prominent French author and biographer, has accepted an offer to teach at Princeton during the first semester of 1930-31.

A. P. Kehlenbeck, formerly of Coe College, is now at Oberlin College as inst. in German.

Among the Periodicals

The *New York Magazine*, published monthly by the French Press Bureau, 39 Cortlandt St., N. Y., is a newcomer to our desk, and is indeed still in its first year. For the most part it is concerned with the entertainment of its readers, and contains not a little matter in lighter vein. In the December number, however, there is a serious and fairly lengthy article in English by John Charlemagne Bracq on "French-Canadians and their Critics." The author is a historian, and the article is not without value for teachers of French, giving as it does a succinct account of the French in Canada.

In the (London) *Journal of Education* for January, H. O. Emerson writes on "A Good French Accent." Recognizing the good that has come out of recent emphasis on pronunciation in our teaching, he feels that too much time is spent on the refinements of speech. Also he believes that the enthusiasm for phonetics has carried some people too far, and that there is an overuse of phonetic charts and mechanical devices. On the other hand, he would like to see more individual instruction than is often given at present.

The January number of *El Estudiante de Español* is dedicated to "Andalucía," on which there is the usual amount of special matter.

The *Monatshefte* for January print an article by Adolf Busse on "Hugo Bertsch, ein amerikanischer Erzähler," who, after some years of comparative quiescence, has lately resumed literary production.—Eduard Prokosch follows with the seventh of his admirable articles on "Sprachgeschichte und Sprachunterricht," this one being devoted to the declension of the adjective, the pronoun, and the numerals.—A notice by the Librarian of the

German Service Bureau at the University of Wisconsin calls the attention of teachers to the work which that bureau attempts to do, and invites correspondence.—The preparation of a review lesson is described with almost affectionate detail by Lillian L. Stroebe, who has already published a number of similar contributions to the technique of the classroom.—This number also contains the best collection of "German Games for Club and Classroom" that we have seen anywhere; these were largely "gleaned from a number of excellent articles on language games, and from German and English books on plays and games." There are 81 games in all, each one of which is briefly but adequately described by the compiler, Stella M. Hinz of the University of Wisconsin. Many of the games are perfectly suitable for use with any other modern foreign language. The list is recommended to all language teachers who like to play games with their students. Copies may be had of the author.

El Eco for January 15 has an attractive article on "Madrid, Ciudad Moderna," with small but suggestive illustrations. "La Figura de la Quincena" is Calderón de la Barca, the article on whom is also illustrated. The number for February 1 makes capital of the centenary of the Uruguayan Republic by printing some account of that little country and its capital Montevideo. José Enrique Rodó is in this case the living figure to be celebrated, and there is a very good little article on him by Cristóbal de Castro.

Le Petit Journal for February 1 devotes a special article to the sculptor Antoine Bourdelle, who died recently, and gives illustrations from some of his principal works. There is also an interesting little article on French Canada, taken from various sources.

In *Modern Languages* (London) for December we are pleased to see a very sensible article "In Defense of the I. P. A." by Gilbert F. Cunningham, who takes up the criticisms of that alphabet published by Messrs. Samuel Smith and H. V. Groves in the same periodical, and criticizes the critics. After all, the I. P. A. is a going concern that has been accepted and employed by scores, perhaps hundreds, of scholars everywhere. It is unlikely that any individual—however plausible his scheme, and however defective the I. P. A.—will get far with a counter-proposal.—F. Boillot writes on "Une Question de Littérature au Higher School Certificate." The title seems to us clumsy and not very suggestive; but the matter of the article strikes us as admirable and worthy of careful study. Four lines from Leconte de Lisle are used to show types of ideas and methods of approach to literature which the author believes might well be expected of British candidates, but for which, of course, they must obviously be prepared in the courses leading up to that stage of advancement.

In *The German Quarterly* for January, Peter Hagboldt writes with profound appreciation of Joseph Ponten, one of the significant

figures among present-day German men of letters.—F. W. Kaufmann discusses "Erarbeitung im deutschen Sprachunterricht," using the passive to furnish examples of the way in which the student may be led to discover grammatical principles instead of merely having them handed out to him ready-made.—E. W. Bagster-Collins then contributes some extensive "Observations on Extensive Reading," taking the Coleman report as his starting-point and, accepting in the main the contention that we must do more reading than we have done in the past, attempting to grapple with the practical difficulties that such a procedure involves.—Concealed under the head of "Correspondence" (would it not be well to indicate on the cover-page what the correspondents are writing about?) is a weighty reply by Algernon Coleman to W. R. Price's recent articles in the *German Quarterly* and the *French Review*, followed by a brief but trenchant rejoinder in the same direction by Charles E. Young. We cannot go into the details of the controversy here; but we commend these communications to the thoughtful perusal of all who are interested in the questions raised in the Coleman report.

Two newcomers to our desk happen both to belong to the field of German. One is *Die Zeitschrift des deutschen Gesangsvereins*, got out monthly by pupils in the Franklin K. Lane High School, Brooklyn, N. Y. The number before us is the second to be published. The entire issue is very cleverly mimeographed so as to make a little booklet of 12 pages, about 8 x 6 inches; there are illustrated cover pages, authentic signatures, and other decorative features, also a complete song with words and music. Sad to say, there are not a few misprints.—The other newcomer is a much more pretentious affair, published by Der Deutsche Verein of New York University at University Heights, and called *Das Scherflein*. Printed on glazed paper, with handsome white covers and wide margins, with advertisements at the back, with poetry "and everything," this little journal seems not to deserve the diminutive of its title. We would caution the ambitious editors not to publish on too lavish a scale, and would suggest the inclusion of local and personal news items, or else informational matter about Germany. A purely "literary" journal in a foreign tongue is almost certain to languish after a time.

Foreign Notes

The **Brazilian Summer Session for Americans**, held for the first time in 1929, is said to have been so successful that plans have been made for a similar undertaking in 1930. The same lecturers

will be asked to serve, but there was evidently a desire on the part of last year's participants for more informality, allowing freer scope for questions and discussions. An all-expense tour, to include this session, has been fixed at \$455; details can be secured by writing the Inst. of International Education at 2 West 45th Street, N. Y.

A **lost opera** has recently been brought to light after some 50 years. It is the opera *Marietta*, by Jacques Offenbach, the existence of which had long been known to historians of music, but the exact location of which could not be determined. Now the MS has been found among papers belonging to the estate of a lady in Delitzsch, Saxony. The opera has been printed and will be performed in several of the larger German theaters this season.

A **new German dictionary**, on the model of the dictionary of the Paris academy, has been planned and mapped out by the Berlin Academy of Sciences. Unlike the Grimm *Wörterbuch*, which endeavored to make an exhaustive record of the German language, the new publication will rather stress the idea of helping to establish a norm of good and acceptable German, making war in particular on the *Fremdwort*, which has been the *bête noire* of German purists for many years.

The **American House** of the *Cité Universitaire*, Paris, is to be dedicated in April of this year. Weekly room rent for summer transients ranges from \$5 upward; for winter residents, from \$2.50 up. Meals in the cafeteria range from 20 cents up. Residents in the American House will not be restricted to contacts with their compatriots: the common dining-room, library, and recreational facilities of the *Cité* are expected to provide opportunities for daily intercourse with students of other nations, thus contributing to the development of an international point of view.

Latin American education is treated in two articles published in the (Spanish) *Boletín de la Unión Panamericana* for February. The first deals with "La Universidad de la Habana, Sede de Dos Congresos Universitarios," and is written by the rector of the university, Octavio Averhoff; the second discusses "La Instrucción Pública en la República Argentina," and is by Victor Mercante, University of La Plata. Both are well illustrated.

A **South American scholarship** for study in the United States has been offered by the North American University Club of Buenos Aires, the holder of which is expected to study at Princeton or Yale for a year. The first incumbent of this scholarship is Moisés Gabay, at present at Yale, studying engineering and aviation.

The **Platen-Archiv** of the Platen-Gesellschaft in Erlangen has been turned over to the public, the formal ceremonies being carried out on November 10, 1929. The city and the Heimatverein collaborated with the above-named society in perfecting the details of the new arrangement. The Archiv contains a complete collection

of all the first editions of the poet's works, his letters and MSS, pictures, and many objects which formerly belonged to him. The furnishings of the building are also of his period. Thus the Platen-Archiv joins that series of museums in which the work and times of great Germans are being preserved for present and future study.

The **American University Union** in Paris and its various forms of useful service appear to good advantage in an account of some remarks on the subject by the present director, Professor **Hugh A. Smith** of the University of Wisconsin, as printed in *School and Society* for January 18. Above all, warns Mr. Smith, instruct the newcomer to come to the Union *first*: it may save him not only from trouble but from irreparable loss.

A **library of 5000 volumes**, belonging to the estate of the deceased Prince Bernhard von Bülow and hitherto housed in Rome, goes by bequest to the city of Hamburg. The collection includes works in English, French, German, and Italian, and embraces many rare and precious items.

The **Literature Prize** (1000 marks) of the **European Magazines** has been awarded to Ernst Wiechert of Königsberg for his novelette "The Captain of Capernaum." The prize-winning story is to appear simultaneously in five periodicals: *Die Europäische Revue*, *La Nouvelle Revue Française*, *Nuova Antologia*, *Revista di Occidente*, and *The Criterion*. So far as we know, this approach to international syndication is a novelty.

Rainer Maria Rilke's works, almost entirely complete, have been secured for the Deutsche Bücherei in Leipzig by purchase from the estate of Dr. Fritz August Hünich. All the early works are included in this collection, some of them extremely rare.

The **Carl Schünemann Prize** (2000 marks) was awarded to Friedrich Alfred Schmid Noerr for his novel "Frau Perchtas Auszug." The awarding judge was D. H. Sarnetzki. The novel deals with a myth of German antiquity, the struggle of the Germanic pagan gods against the invasion of Christianity, locally staged in the Bavarian highlands.

German book information is helpfully compiled in the periodic *Deutsches Haus Bulletin* issued by the Deutsches Haus of Columbia University, 423 W. 117 Street. One of the most promising undertakings of the *Haus* is a permanent exhibition of recent German books in a variety of fields; and the publication of the *Bulletin* grows out of that venture. The second number, which lies before us, is an attractive pamphlet of 58 pages, in which new German books are listed alphabetically under a number of group headings; in most cases a brief description of the book follows the bibliographical entry—a most helpful feature of the publication. These bulletins may be had free of charge by all who will write to the Deutsches Haus and ask for them.

The **preparation of the French candidate** for the teaching of a

modern foreign language is illuminated by an article in the Nov.-Dec. number of *Les Langues Modernes* "A propos de l'agrégation d'allemand." The writer, F. Piquet, points out that "Sont exigées des connaissances d'histoire littéraire et d'histoire de la civilisation. Sous cette dernière rubrique on voit figurer des auteurs ayant écrit sur la philosophie, l'esthétique, la religion, l'économie politique et autres matières qui n'ont que de lointaines relations avec la langue." On the other hand, he contends that "Par un étrange paradoxe, on n'exige du futur professeur de langue allemande, lors du concours le plus élevé de sa carrière, qu'une formation linguistique imparfaite." It is not necessary to follow the author into the details of his exposition, beyond saying that what M. Piquet considers imperfect linguistic training goes considerably farther than what is or can be demanded of American teaching candidates.

Spanish counterfeiters have been flourishing of recent years, it seems, concentrating on the 5-peseta piece, which circulates in such quantity that detection of the counterfeiter is extremely difficult. When the government undertook to retire the existing issues in 1908, it was found that out of 80 million pesetas, 13 were counterfeit. The problem is still acute, and the suggestion that 10-peseta notes be substituted for the smaller coin has met with opposition on the ground that the Bank of Spain would suffer enormous losses in view of the immense numbers of spurious coins that are actually in circulation. (From *Rojo y Oro*.)

The **state of Minaes Geraes** in Brazil has decided to establish a university, and the initial construction is about to begin. The first buildings will be the library, the school of engineering, and the clinic. (From *Rojo y Oro*.)

Who is the greatest living French prose writer? The *Annales*, a French literary review, recently propounded this question to its readers, and the following vote resulted: Paul Bourget, 5,856; Charles Maurras, 4,998; Colette, 2,715; Tharaud, 1,127; Henry Bordeaux, 1,021; Abel Hermant, 969; Romain Rolland, 714; Claude Farrère, 663; Lucie Delarue-Mardrus, 612; Pierre Benoit, 357; René Benjamin, 309; André Gide, 304; Marcel Prévost, 302; Henri Lavedan, 300; Georges Courteline, 296. For further details and comments, see *Le Petit Journal* for January 15.

A new stamp issue is in prospect, if the projected Vatican stamp series becomes a reality, as now seems likely. The tentative design bears the likeness of the Supreme Pontiff, and the legend will be *Poste Vaticane*. The series embraces seven numbers—including a *timbre-express* for special delivery—the execution of which has been entrusted to the artist Enrico Federici. The printing will be done by the Italian government.

British teaching of modern languages might be supposed to parallel the teaching done in this country, but it does not. How wide-reaching and in part fundamental the differences are becomes

clear from a perusal of the "Memorandum on the Teaching of Modern Languages" (U. of Lond. Press 1929) prepared and issued by the Association of Assistant Masters in Secondary Schools. A committee of no less than 73 members collaborated in this 236-page report, from which one obtains an excellent idea of the organization and methodology of language teaching in England. The differences above referred to result from two circumstances: an earlier beginning age (11 to 12 is the average) and a substantially longer course, averaging five years of French and four years of German. It would be interesting and valuable to discuss in detail a number of matters suggested by the Memorandum: training of teachers, for instance, or testing of knowledge, into which the authors inquire at considerable length, with excellent critical comment on the prevailing type of British examination; but this would be inadequate without taking more space than is available here. Readers are urged to procure the memorandum, however, and give it their careful attention. It is a weighty contribution to the pedagogy of our subject, and should be in every library of language methodology.

The **Sorbonne summer courses**, it has been announced, will be open to those American teachers whose duties here prevent them from arriving in time for the formal opening on June 29. Their credits will not be affected and they will be eligible for the final examination leading to the diploma; this decision applies to both graduate and undergraduate work. For further detail, write to Mary L. Boss at 717 South Beech St., Syracuse, N. Y.

The **American M. A. in Paris**, as to which we printed a communication from Mrs. Nora Gerberich in our January number, is awarded upon completion of 32 credits, or 30 credits plus a thesis, 18 of which must be earned in Teachers College, Columbia University. Note however that credits and semester hours are not identical, many two-hour courses giving three credits. Twelve credits are at present allowed for the work in Paris. In general, there is no final examination. (These data were supplied by Mrs. Gerberich at our request.)

Recent deaths announced from abroad include the following. **Antonio José Almeida**, Portuguese poet and author of scholarly works, died in Lisbon last October at the age of 63. He had been elected president of the Portuguese republic, whose establishment he had helped to bring about, in 1919.—**Luis Montoto y Rautenstrauch**, Spanish poet and academician, died at Seville in October. He was the author of realistic novels: "El duro del vecino," "Los cuatros ochavos," and dramas: "El último día," "La trans migración de las almas," and also wrote poetry in traditional styles.

Reviews

Review Editors: for French, James B. Tharp, Ohio State University; for German, Peter Hagboldt, University of Chicago; for Spanish and Italian, H. G. Doyle, George Washington University. All books intended for review in this Journal should be sent to the Managing Editor.

WEST, MICHAEL, *Language in Education*. Longmans Green 1929. 177 pp.

This is a significant book, which every modern language teacher and indeed every educator who is either concerned with the teaching of language or the construction of curriculums ought to read. Like everything else that I have seen coming from Mr. West's pen, it is marked throughout by sanity, clarity of thought and expression, and constructive intelligence.

The headings of the eight chapters are: Aphasia in Education ("language is not a mere means of expression . . . it is the stuff of which ourselves are made"); The Mother-Tongue; A Language Policy ("The only reason why the Indian boy cannot read English is that he is never taught to read at all, and there is no testing of reading—none at all—in his examination."); The Psychology of Reading; The Teaching of Reading; The Teaching of Speech and Writing; The Pronunciation of English; Examinations and Foreign Language Teaching. While the entire book makes interesting and valuable reading, Chapters 4, 5, 6, and 8 bear directly upon the problems of teaching a foreign language to American youth, and invite closer scrutiny.

Chapters 4 and 5 belong closely together, one analysing the reading process, the other prescribing the corresponding means for attaining the objective. "Reading" is developed in five stages: word recognition, word interpretation, synthesis, grouping, skimming; repression of speech enters in as a concomitant process. The teaching of reading must be adapted to these stages, but—and here Mr. West emphasizes once more the lesson he teaches in his *Bilingualism*—everything depends upon the purposeful preparation of the teaching materials. The analysis and discussion in this chapter is particularly trenchant and searching; and the pedagogical significance of our word-counts is for the first time adequately set forth. If Mr. West is right in his main contentions, and I am convinced that he is, then the principle on which our elementary textbooks in the foreign languages are constructed is basically wrong, and eventually they will all have to be scrapped.

Chapter 6, on the teaching of speech and writing, is chiefly valuable for its insistence on the "Principle of Specific Practice,"

which may be translated: 'Learn to speak by speaking.' It is this principle which the Direct Method, with all its faults, introduced into all our classrooms; success in teaching will largely depend on the extent to which we follow that principle. Extremely valuable is Mr. West's discussion of various forms of practice (i.e. drill) exercises, and his demonstration of the faults to which they are subject, e.g. the danger of mere thoughtless parroting in the simple substitution exercise, the danger of confusion, noise, and loss of time in the ordinary "do and say" drill, and the tendency to mechanization of all such drills, resulting in activity without real purpose or real progress.

Chapter 8 is in some respects the most vital portion of the book, with its forceful insistence on the fact that the type of examination determines the kind of teaching that will be done—since the teacher will be forced to prepare his pupils for the examination. But Mr. West, true to his general form, is never a destructive critic for long: he never diagnoses a disease without prescribing a remedy. And I am so impressed by his "Scheme of Examination in a Foreign Language" that I am calling the attention of our readers to it elsewhere in this issue.

Over a year ago, in a review of one of Mr. West's earlier publications (MLJ 13:140) I wrote: "The word epoch-making is used perhaps too freely in our changing world, but one is tempted to apply it to West's experiments and their results." In the light of further study and reflection, I venture to predict that we are actually on the threshold of a new era in modern language instruction, and that in our new temple of modern language pedagogy, Michael West's name will be inscribed on one of its main pillars.

B. Q. MORGAN

University of Wisconsin

ANDRÉ THÉRIVE: *Le Parnasse*. Paris, les Œuvres représentatives. 1929, 330 pp.

The volume here under review is a defense of the Parnassian group of poets by the brilliant critic, André Thérive, and is a distinct addition to our appreciation of this band of collaborators to the three volumes of *le Parnasse contemporain*, who, with the exception of the three great leaders—Leconte de Lisle, Banville, and Baudelaire—and a half-dozen or more of their principal disciples, are so little read and so little known in these days. Coming between the admittedly greater Romanticists and the more spectacular Symbolists, the Parnassians, though they filled a rôle in the history of French lyric poetry whose importance it would be difficult to overestimate, have for the most part sunk into an oblivion from which M. Thérive has very laudably attempted to rescue them.

The volume is divided into two parts, the first a historical and critical study, in two chapters, of the achievements of the Parnassians, the second a "Florilège" of poems from the pens of some thirty of the writers who, in the author's opinion, were most typically animated by the Parnassian spirit. This section of the book is the most important, from the pedagogical point of view, as it offers a nucleus—very insufficient, to be sure—of Parnassian poetry that is not to be found in most one-volume class-room anthologies and would thus prove useful for survey courses in French poetry. For courses in the nineteenth-century French lyric or for more advanced work on the Parnassians themselves, a fuller and much more inclusive volume is very necessary, and it is to be hoped that someone will, before long, undertake the preparation of it.

The historical portion of M. Thérive's volume is by far the weakest. The story of the origins and career of *le Parnasse contemporain* is marred by several serious factual blunders. The worst mistake occurs at the very outset: M. Thérive states that the publication of *le Parnasse contemporain* began in periodical form on March 2, 1867.¹ If he had taken the trouble to look at the title-page of the first *Parnasse*, he would have seen the date 1866; he quotes Louis-Xavier de Ricard,² who, in the third of the ten articles written for *le Petit Temps* from Nov. 13, 1898 to Sept. 9, 1900, under the title of *Petits mémoires d'un Parnassien*, states that the first number of *le Parnasse contemporain* appeared on March 2, 1866. M. Thérive also tells us that Mendès, "débarqué de Bordeaux,"³ founded his *Revue fantaisiste* in 1860; but Mendès arrived in Paris in 1859 and the first number of the *Revue fantaisiste* did not appear until Feb. 15, 1861. In listing the contributors to the three volumes of *le Parnasse*, M. Thérive writes Marcel Monnier and Saint-Cyr de Raissac for Marc Monnier and Saint-Cyr de Rayssac.⁴ In discussing literary reviews that antedated *le Parnasse contemporain*, he includes *le Parnasse satirique*, a collection of poems which, to be sure, suggested the name of the new periodical but which was itself a volume published by Théophile de Viau in 1623. Elsewhere in the book, M. Thérive refers to Hugo's volume of *Chansons des rues et des bois* as *Chansons des mers et des bois*;⁵ he

¹ *Le Parnasse*, p. 13. The blunder is repeated on p. 16.

² On the subject of these articles, M. Thérive has the following interesting remark: "On lira avec fruit sur cette période les *Petits mémoires d'un Parnassien* dudit L.-X. de Ricard" (op. cit., p. 16). He obviously had not read them fruitfully enough. As a matter of fact, the first number of *le Parnasse contemporain* was published in 1865; four additional issues appeared in that year, and the first volume, dated 1866, was made up of no less than 18 issues of the periodical, which thereafter ceased to exist in that form.

³ *Ibid.*, p. 16.

⁴ *Ibid.*, p. 64.

⁵ *Ibid.*, pp. 19 and 20.

commits the "howler" of speaking of "Charles de Guérin, frère d'Eugénie,"⁶ confusing the Maurice of *le Centaure* with the later Charles Guérin; he states that Coppée, with his *Humbles* and *Intimités*, "s'est taillé un petit canton à part dans la poésie française, une espèce de monopole,"⁷ thereby showing total ignorance of the work of Eugène Manuel, Armand Renaud, and other writers who practiced "la poésie des humbles." He insinuates, too, that Coppée's "piécettes plébéiennes" were written "à scandaliser et à étonner le public bien pensant,"⁸ an absurd perversion of Coppée's aim. Only two bad misprints need be noted: the name of Cassagne, author of *la Théorie de l'art pour l'art*, is written Castagne,⁹ and that of Catulle Mendès is given in the table of contents as Camille Mendès.¹⁰

Serious as most of these errors are, however, they detract only little from the general value of the volume. In his discussion of the principal Parnassian poets, which occupies chapter II of the book, M. Thérive gives us sound appreciations of the inspirers of the group—Chénier, Hugo, Sainte-Beuve, Vigny, and Gautier—and of its leaders—Leconte de Lisle, Banville, and Baudelaire—also of such collaborators as Hérédia, Mendès, Anatole France, Henri Cazalis (who wrote under the pseudonym of Jean Lahor), and Armand Silvestre. He is a bit severe in his judgments on Sully Prudhomme and Louis Ménard, and he makes little or no mention of such giants as Verlaine and Mallarmé who, he apparently feels, are more at home among the Symbolists than among the Parnassians. He also includes a few poets, Parnassian in their attitude though not actually members of the group, such as Louis Bouilhet, Henri de Régnier, Albert Samain and Sébastien-Charles Leconte.

The larger part of the first chapter is given over to a discussion of the aesthetics of Parnassianism; here M. Thérive gives evidence of considerable critical acumen and wide acquaintance with the course of French lyric poetry. It would be difficult, in the limited space at our disposal, to trace the logical processes that lead the critic to the unequivocal statement: "Oui, le Parnasse a bien mérité de la poésie!"¹¹ Perhaps the best way to do this succinctly would be merely to set down a series of principles which, for M. Thérive, underlie Parnassianism. First, then: "Est considéré comme parnassien tout essai de poésie impersonnelle ou décorative au XIX^e siècle"¹² (this explains the inclusion of such poets as Bouilhet and Régnier). Second: "Il y a poésie pure, ajoutons il y a poésie moderne, lorsque l'idée de jeu efface l'idée d'utilité pratique, intellectuelle ou sentimentale. Et voilà, sans aucun passe-passe, la modernité des Parnassiens."¹³ (M. Thérive is at some pains to prove

⁶ Ibid., p. 65.

⁷ Ibid., p. 125.

⁸ Ibid., p. 85.

⁹ Ibid., p. 82.

¹⁰ Ibid., p. 330.

¹¹ Ibid., p. 45.

¹² Ibid., p. 40.

¹³ Ibid., p. 52.

a lineal connection between the Parnassians and Paul Valéry.) Third: "Si donc le Parnasse a fait œuvre durable, c'est bien en accréditant sa théorie de l'art pour l'art, et semble-t-il bien définitivement."¹⁴ (This, though of the utmost importance, is no discovery on the part of M. Thérive, since Jules Lemaitre declared as long ago as 1885 that Banville's strongest claim to greatness lies in his unflinching application of the theory of "l'art pour l'art."¹⁵) Finally: "La technique parnassienne, avec mille défauts de principe, avait au moins la qualité d'exister et de pouvoir servir."¹⁶

M. Thérive rightly finds that Parnassianism may be considered "comme l'aboutissement ou comme la ruine du romantisme,"¹⁷ and he points out that the poets of the group "avaient horreur non seulement de toute la sentimentalité romantique, mais aussi de son humanitarisme déifié"¹⁸ (this would apply most strictly to the collaborators of the first *Parnasse*, as many of the contributors to the two later anthologies, such as Manuel, Renaud, Mme. Blanchecotte, Laurent-Pichat, are shot through with the Hugonian "humanitarisme"). He commends the Parnassian attitude of "la sérénité de l'art,"¹⁹ although he thinks the Parnassians are important from the point of view of aesthetics rather than from that of metaphysics.²⁰ He attributes the durability of the finest of the Parnassian poetry to its pessimistic quality, because "tout thème de tristesse est susceptible de poésie."²¹ In the same vein, he rejects the poetry of the optimistic Sully Prudhomme on the ground that "il n'y a plus de poésie morale, il n'y a plus de poésie psychologique, il n'y a plus de poésie instructive ou explicative."²² Other pithy aphorisms of a similar nature might be cited. We may conclude, however, by the quotation of the final sentences of the critical section of *le Parnasse*, with which the present reviewer finds himself in hearty accord: "Si jamais la poésie pure se réalise, la leçon parnassienne y contribuera, soyons-en assurés. Le Parnasse a d'ailleurs travaillé bravement et utilement à la libération de la notion de poésie, qui paraît la tâche essentielle du XX^e siècle."²³

AARON SCHAFFER

The University of Texas

EDDY, HELEN M. *Beginning French: Training for Reading*, xvii + 275 pp. Price \$1.50

French Workbook to accompany *Beginning French*, ix + 155 pp. Price \$1.00

Progress Tests in French based on *Beginning French*, 65 pp. Price \$.25 (free with *Workbook*, but sent direct to teachers)

¹⁴ *Ibid.*, p. 84.

¹⁵ *Les Contemporains*, first series (Paris, Lecène et Oudin, 1885)

¹⁶ *Le Parnasse*, p. 138.

²⁰ *Ibid.*, p. 36.

¹⁷ *Ibid.*, p. 38.

²¹ *Ibid.*, p. 126.

¹⁸ *Ibid.*, p. 83.

²² *Ibid.*, p. 129.

¹⁹ *Ibid.*, p. 31.

²³ *Ibid.*, p. 142.

COCHRAN, GRACE AND EDDY, HELEN M. *Si Nous Lisions*, xv+192 pp. Price \$1.35

Pierrille (d'après Jules Claretie) Price \$1.35. Chicago French Series,¹ University of Chicago Press, 1929-30.

"Would it be permissible to lay emphasis, almost from the beginning of the study of a foreign language, upon reading for understanding and enjoyment rather than for technical verbal and grammatical knowledge?" asked Prof. M. V. O'Shea in his *The Reading of Modern Foreign Languages*² in his disappointment that so few high school and college graduates read original material in the foreign language which they have studied in school insufficiently well to acquire easy reading power.

Since then has come the Modern Foreign Language Study and its survey of language teaching. Prof. Algernon Coleman, basing his words on experimental evidence, only reiterates the above when he concludes:

"Since reading ability is the one objective on which all agree, classroom efforts during the first two years should center primarily on developing the ability to understand the foreign language readily through the eye and through the ear. The goal must be to read the foreign language directly with a degree of understanding comparable to that possessed in reading the vernacular. In order that students may attain this goal, reading experience must be adequate and the results of all other types of class exercise must converge toward the same end."³

As the *Study* began to publish its evidence for the validity of certain objectives, its *French Word Book* and *French Idiom List*, the field became fertile for a series of textbooks embodying the results of the scientific research on materials and aiming at the proposed objectives. The Eddy grammar and accompanying texts and the Cochran and Eddy readers are the first to appear based on "Study" findings and scientifically prepared. By the latter I mean: (1) a problem defined: Training for Reading; (2) data collected: words and idioms chosen because of high frequency in French print; (3) progressive arrangement: the authors and users of these texts are at all times aware of what has gone before and what should be the content of knowledge; (4) consistent testing: constant repetition and both diagnostic and achievement testing, not only for the teacher's estimate but to create confidence and power in the pupil.

Although bearing the sub-title "Training for Reading," the book is highly adaptable to an oral-aural approach, according to

¹ In order that this book might be reviewed with the rest of the series the publishers furnished the reviewer a copy in galley.

² U. S. Bur. of Ed. Bull., 1927, No. 16—U. S. Govt. Ptg. Office, Wash., D. C., p. 75.

³ *The Teaching of Mod. For. Lang.*, P. A. C. C. M. L., Macmillan, 1929, p. 170.

the creed of the much-abused Direct Method: (1) adequate phonetic preparation of pronunciation; (2) much oral-aural practice; (3) minimum grammar inductively taught; (4) reading for comprehension with little or no translation. One proof of the above is the fact that a large university, seeking a grammar adapted to an oral-aural approach, has chosen the grammar and accompanying readers.

Pronunciation is not only adequately treated, it is stressed throughout the series. The Grammar opens with the vowel triangle and a list of key sounds. There follow ten Pronunciation Lessons in which directions for forming the main sounds are followed by lists of words in phonetic symbols, which are in turn followed by the same words in French spelling. Pronunciation exercises throughout are adapted to either phonetic or imitative presentation. Each lesson in the *Workbook*, after the ten based on the Pronunciation Lessons, begins with a list of words to be put into phonetic script and to be otherwise practiced orally. In addition to six Pronunciation Practice Tests and six Achievement Tests in *Progress Tests* based on the preliminary lessons, there are eleven Practice and eleven Achievement Unit Tests. Seven of these are in two forms for the convenience of those who use phonetics and for those who do not. The "matching" technique is used throughout: a numbered key list of phonetic symbols in one form, or list of English words in which key sounds are italicized in the other form; a list of test words in which the test sounds are italicized; required to write the number of the key sound in the blank after each test word. In the other Pronunciation Tests the key sounds are italicized in lists of French words.

Although the pronunciation lessons are grouped at the beginning most teachers may want to begin the actual grammar and introduce these lessons at intervals. It would perhaps be most profitable, however, first to do five or six pronunciation lessons, making full use of the "Aural Practice" exercise at the end of each, the vocabulary of which is based on the early grammar lessons. Here we have: "Bonjour, mes élèves. Voici le livre. Qu'est-ce que c'est? C'est le livre" (I) and "Comment allez-vous aujourd'hui? Robert, comment va monsieur votre père?" (V) etc. Liaisons are marked throughout in the illustrative reading and the vocabularies are fully phoneticized. The number of each page is given in French and each new word is shown phonetically.

p. 7. Sound No. 24, x=[s], should add, "not linked." p. 10 and 30. Directions for forming [r], [R] and [ŋ] are of little value; pupils cannot perform them. p. 15. Use of two fingers between the teeth to secure mouth position for [ɑ] is an exaggeration and good for practice only, p. 26. Directions for **monsieur**, "n+consonant does not nasalize preceding vowel, and **0** is pronounced irregularly as [ə]" introduces a needless irregularity. The mute sound due to lack of stress has an adequate

analogy in the British "my lord." p. 24. It is a pity that the I. P. A. is inadequate to indicate the pronunciation of **bien**, **rien**. By the symbols it would rhyme with **main**, **vin**. The reviewer agrees with Churchman (*French Review* II: 1: 46) that **vin** is nearer [a] nasalized, or better, the English [æ] nasalized. At any rate, if *e* is used, a close sound could be shown by [ē] or [ē̃]. p. 56. The pronunciation of *tous* [tus] should be explained here by a note; that in the general vocabulary is inadequate and that in Lesson Vocabulary VI, p. 237, is misleading.

In the tests the use of English key sounds will be the thing most criticized, especially such sounds as "green+yes" for [ij]; "win+nasal e" for [wɛ̃]; "mate (with lips rounded)" for [ø]; "net (with lips rounded)" for [œ]; French U; nasal U; etc. If the phonetics had not been shown in the alternate forms, the reviewer (and teachers) might have had trouble in allocating the sounds. In the key lists of French words it is only slightly less reprehensible to use "*tais+piéd*" and "*moi+yeux*." It should be remembered, however, that these tests are among the first attempts at objective-type pronunciation tests, and the author is certain to welcome constructive criticism from users of the tests.

It may be pointed out that some of the expressions used in the "Aural Practice" exercises are not in the Vocabulary; such as: *bonjour*, *comment allez-vous*, *allez bien*, *papier*, *doigts*, *répétez*. One question the use of *à lundi*, p. 21; Lesson V may not be used on a Friday.

The preface of the grammar says: "The criterion for the selection of the grammatical topics has been their value for reading." Since the proposed syntax count is temporarily in abeyance, these topics must have been chosen subjectively as in other grammars, but at least with a definite purpose in view. Of the total of twenty-six lessons, the first fifteen furnish the basis for the first reader *Si Nous Lisions*. In them nothing but the present indicative and imperative is introduced in the regular conjugations, reflexives, thirty-six irregular verbs and six "special verbs in -er." In the last two, past participles are introduced and the present perfect tense⁴ brought up to date for all verbs given to this point. In the last eleven lessons the other tenses are presented, twenty-seven more irregular verbs and three more "special verbs in -er."

A typical lesson consists of: A. Illustrative reading material where the grammatical topics are repeated again and again in various forms, often standing out by being italicized. B. Grammar: paradigms, lists of pronouns, with now and then a paragraph on usage. Then follows a distinctive feature of the book, which should make it of value even to experienced teachers. A long series of "Questions" develops inductively the grammatical material in A. Too many teachers, although sympathetic toward inductive presentation of grammar, have no practical idea of how to do it, and the value of the illustrative reading could easily be nullified by the old read-and-translate way of using such material.

⁴ Tense names are those recommended by the Committee on Grammatical Nomenclature in its *Report* (1913).

These questions will be of additional value for review and for individual study without a teacher in cases of pupil-illness or adult self-teaching. Part C is a rehandling of former material, sometimes dramatized or conversationalized for ease of oral presentation.

Pages 170-233 contain an excellent "Summary of Grammar" by topics: Articles, nouns, etc. Here also numerous examples precede the rules. Numerous foot-notes call attention to peculiarities but there is no over-burden of "exceptions." Now and then memory devices are used, mostly good, but one might question the statement "Order of (personal) pronouns is the same as in English (after imperatives)." Three-fourths of the space is given to a most complete handling of the verb; perhaps too complete, for one wonders if two complete tables of the regular conjugations (one with meanings, another without) is justified. Very valuable are the tables of tense formation, identification endings, synopses of irregular verbs, and an indexed supplementary list to include all irregular verbs to the Range No. 26, the first 1500 words (approx.) of the *French Word Book*. There is a good index to the "Summary" in addition to that of the text, called "Grammar for Reading."

There are no grammatical exercises in the grammar. All these are in the *Workbook* and consist usually of recognition exercises of "new" technique: (a) multiple-choice completion, such as,

(1) **Où est livre? Marie ——— le livre.** ———

(a) **parle** (b) **cherche** (c) **est**

(b) matching: a list of French verb-forms and a list of numbered English meanings.

(c) True-false statements involving comprehension. The author warns that these are not tests but comprehension exercises and a slight variety of interpretation will not retard from their chief value as a substitute for translation.

(d) Single recall, as: "Transfer into figures (1) **treize** ———"

(e) Questions: (1) **Quelle heure est-il?** ———

There is a wide variety of these, all of which involve little writing and stress comprehension. Most teachers will have these recited orally to give abundant opportunity for oral practice. There are no "learning" exercises, as such, but rather an abundance of diagnostic self-testing material, culminating in the Practice⁵ and Achievement grammar tests in the *Testbook* which are of similar techniques. There is usually a section devoted to testing grammar rules by recall completion, as "(1) There are ——— genders in French." A "Rapid Drill" on vocabulary ends each lesson, based on the "Vocabulary and Idiom Study List by Les-

⁵ The *Workbook* speaks of "Diagnostic" tests which are labelled "Practice" in the *Testbook*: a needless variation.

sons," p. 248-256 in the grammar.⁶ The directions call for pronunciations, meanings, and study of the less familiar items.

After each five lessons a review is staged, calling for practice of all "rapid drill" exercises, taking Diagnostic tests, listing errors, restudy, taking Achievement tests, recording scores in percents on the Pupil Progress Chart, p. 155 *Workbook*, and median class scores on Class Progress Chart. If this really means "median" rather than "average," directions will be necessary somewhere for the uninformed teacher or pupil-monitor who compiles these records. In reality the "average" or "mid-score" will do quite as well. A spirit of emulation could be invoked here by using class ranking.

There are no composition exercises of any kind involving English-French translation or other original *application* of grammar. The stress is wisely put on *recognition* of known material and writing is minimized, other than that which may be done as a memory aid in learning. This lack of exercises will not hamper the enterprising teacher, but will, again wisely, throw early stress on free composition, which is essentially repetition of recognition material. If, as some experienced teachers do, pupils are asked daily on entering the class room to write "something" on the blackboard, their minds will turn to things heard and seen: recognition material; and, if dictation has not been neglected, the French should be good and the orthography correct.

The real emphasis of all the series is reading material and passive vocabulary. By the time the grammar is completed, about 250 pages of French will have been read, exclusive of outside reading (a fruitful way of handling individual differences). Not only is this unusually large for one year of high school or one semester of college study, but the reading is begun with Lesson I and a feeling of power and utility is developed early.

In the first twelve lessons in the grammar the illustrative reading is based on the classroom and school and is in "dramatized" form for ease of "direct" oral presentation. Four of these lessons use the Gouin series plan to teach twenty-four irregular verbs in the present tense. Other lessons bring in the home, games, something of France and French history, a fairy story and *Cosette* (d'après V. Hugo). Lesson vocabularies are grouped at the back of the book and give meanings and pronunciations. They are most complete and, together with the general vocabulary where the words are listed alphabetically, each followed by the number of the page where it first occurs, a teacher is at all times aware of what words should be known.

The 677 words and 105 idioms were selected from those of high range in the *French Word Book* and *Idiom List*. The reviewer checked this point and finds it

⁶ In the *Workbook* each reference to this list is one page short.

largely true. All the 69 items in Part I of the *Word Book*⁷ are included in the grammar; all but 18 of the first 100 words (of these all but 2 are in *Si Nous Lisions*); all but 37 of the second 100 (of which all but 12 are in *Si Nous Lisions*); and thereafter all but 45, 59, and 71 of the next 300 words respectively. One is quite aware of the danger of slavishly following such a word count, and the author has known when to include other words (only 29 in all).⁸ For example, the author has not committed the absurdity of omitting *dix neuf* because it is the only number up to twenty with a range lower than 5. Idioms are also of high range and only a few do not occur in the *Idiom List*. Idioms are introduced slowly: only three in the first five lessons (*qu'est-ce que c'est*, *est-ce que*, and *n'est-ce pas*) and only fifteen in the first fifteen lessons. Toward the last they come rather thickly.

The first lesson in *Si Nous Lisions* is headed by the statement "Vous savez à présent 16 mots français." Subsequent lessons are headed by 63 words, 106, 163, and so on, until at the end, 850 words have been used in the fifteen lessons accompanying the first fifteen chapters in the grammar. Words introduced in the grammar are treated as known words and listed by stories in an appendix. The lessons are graded on West's principle of "density"—the number of running words per new word. These figures are shown in the Table of Contents. Linguistic difficulties are treated in footnotes, where they belong. A table of proper names gives phonetic pronunciations and needed explanations. A table of about 280 "Words Similar in French and English" gives pronunciations but no meanings.⁹ The general vocabulary is very complete, giving inflected forms of irregular verbs and cross-references on idioms, everywhere indicating the pages where words first occur.

There are listed about 575 words, 105 inflected forms and 85 idioms, only part of which are new in the reader. One wonders why there is no meaning given for *la fin* and why *aller mieux* is found only under *mieux*.

A new feature of the readers is the plan of placing a new word in boldface type in the margin opposite where it occurs. Inflections of old words are shown a few times in parentheses. In writing some of the stories and adapting others by French authors, new words have usually been repeated three times at close intervals and thereafter on occasion.

The "story" of *Si Nous Lisions* relates the visit of two American boys with relatives in Paris and friends in Normandy. Three fairy stories are brought in as "bedtime" stories they heard, and six

⁷ The first 69 items in the Henmon List, omitted in the Study count because of their obvious high frequencies.

⁸ Of these, 12 are in the Henmon List or the Wood List (M. L. J.—XI: 263–89) or both, and 2 in the *Idiom List*.

⁹ On p. xiii of the Preface, the reference to this list should read p. 186–189 instead of p. 172–75.

others, like *Le Chien de Brisquet* and *Boum-Boum*, which Henri read in his French school. In an appendix are listed forty-two books in English on French life, and supplementary readings are suggested from these after each story. The appendix also contains three or four French songs.

After each story are exercises: A. Comprehension exercises on the story, true-false and multiple-choice completion statements, and later, questions,—all in French. Although designed only for a self-check on comprehension, these may be used for oral practice. B. Word-Study: (1) The French element in English; and (2) Word groups, related and opposite of meaning; and after each five lessons, a review of significant vocabulary.

It is with the French derivation of English words that criticism may come. An excellent thing in itself and a valuable pedagogical device, similarities may be pushed too far. Most often the derivation is not from Modern French, but Old French or even Vulgar Latin or Germanic sources. A case or two in point: *garden* is indeed like *jardin*, but more like O. F. *gardin*, which must have come from G. *garten*. To say after *état*, that French *é*=English *s*, is to create a wrong impression; better would be the sequence: L. status<O. F. *estat*<M. F. *état*. English *monster* in connection with *montrer*: the French word *monstre* may have come from L. *monstrum* derived from the Latin verb, but more explanation is needed, or the word omitted. Among others we would question the wisdom of generalities like: "French *ch*=English *c*;" "French *-ir* often=English *-ish*;" "*bois*=bush"; etc.

Errors are few: p. 12. l. 12. antecedent of *il* not clear. p. 41. l. 28. subject of *montrent* in doubt. p. 42. *Le Havre* appears only as *du Havre*; note needed. p. 43. pronunciation of *ours* should be given. p. 43. *Si nous lisions* (as in the title): nowhere except in the general vocabulary after *si* is the meaning "suppose" in elliptical clauses given. p. 52. *qui la regarde* needs a note to show the meaning of a short relative clause equal to the English verb in *-ing*. Throughout the grammar and *Si Nous Lisions* the verb *aimer* is used without a preposition before infinitives, except *aimer à visiter* (p. 27). The *Idiom List* (p. 88) gives *aimer à* as do most grammars, including Littré. There is perhaps reason for *aimer parler* and *aimer être*, but more question about *aimer jouer* and *aimer nager*. Explanation is needed.

Pierrille is a delightful little story of peasant life and love in *Périgord*. Beginning with *Pierrille* as a boy with his little playmate *Millette*, it follows them until they grow up and become betrothed. There is a bit of excitement when *Millette's* soldier-brother foils the evil designs of a disappointed lover and then takes *Pierrille's* place as a conscript. The eleven chapters serve as reading lessons for the last eleven lessons of the Grammar, and the same plan of controlling syntax and new words is used, together with similar exercises. This book brings the total of known words to 1700.

A note is needed on the effect of the dialect on names when *Millettoun* and *Pierrillou* occur. Questions like "*Comment sont Pierrille et Millette?*" and "*Comment est la vieille Catissou?*" are not the most stimulating.

The books are well printed and attractively bound, and charmingly illustrated by vivacious silhouette drawings by Clara Atwood Fitts. The *Workbook* is bound in paper and the *Testbook* assembled in a gummed pad. The most striking drawback of all, a problem to be met by the publishers who have been bold enough to try such an experiment, is the cost—\$5.20 for the series. High school students usually spend less than half that in a year.

If high school students in one year and college students in one semester can acquire the power and lasting qualities of reading skill which the author's experimentation seems to predict, the plan merits the careful investigation of language teachers. Is the paraphrase true: "Seek ye first the skill of silent and oral reading, and all other skills will be added unto it?"

JAMES B. THARP

Ohio State University

CONNISTON, RUTH MUZZY, *Chantons un peu*. xvi+148 pages, Price \$2.00. Doubleday, Doran & Co., 1929.

If "music hath charms to soothe," why not also to teach French? Precision of accent and accurate stress and duration are imposed by the rhythm of music, and songs help develop better habits of diction among English speaking people, especially Americans, whose articulation is inclined to be slipshod. This is true of singing in any language, and in spite of the less-beautiful nasal sounds in French and the non-conversational habit of pronouncing final mute e's, the tenacity of words fixed to music cannot help enriching the language experience of any age, especially the young.

In addition to teaching oral French and a phase of French life this collection claims as a *raison d'être* extensive directions for "actions" or *gestes*, with a vocabulary, grammatical and conversational exercises for each song prepared by Prof. André Morize of Harvard, and directions for making costumes designed by Mme. Marguerite Fourel of Beaver County Day School, Chestnut Hill, Mass. The considerable contributions of these two merit, it seems to me, a place on the title-page more specific than in the small paragraph of acknowledgements.

The teaching of French through songs is doubtless very valuable, but it is not a simon-pure blessing, especially in folk-songs. The rhythm causes many word-groupings which are really linguistically bad; for example: *qu'est-c' qui le lui rendra?*, *la lairons-nous danser, tira-z-à, qu'est-c'-qu'est là?*, *s'en va-t-en guerre*; to mention only a few. Do we want *alouette* learned *a-lou-et-te* as the music makes it sound (p. 54)? What about teaching words like *fisse* (*fil*), *lairons* (*laisserons*), *vigni*, *grappi* (*vignes*, *grappes*), *coeur* (*coeur*), which must be explained away? What do words like *estragon* (tarragon) and *marjolaine* (marjoram) mean to young Americans even with these English equivalents?

The collection could have been rendered more valuable to the less-experienced teacher if an appendix contained phonetic transcriptions, or at least, if footnotes showed phonetically certain problems of diction. For example, how pronounce *Ding*; differently from *din* (p. 1)? Is the *s* sounded in "filles et vaillants Picards" and "Dans trois semaines il s'ra trop tard" (p. 5)? The reason for the apostrophe is apparent to one who knows French versification, but might it not be a pitfall which the author could have helped avoid? Will there be any difficulty with "Un' point' d'ail" (p. 5) and "Déployant ses ail's" (p. 65)? Is (*gas*) meant as the pronunciation of *gars* (p. 113)? These points suggest themselves, and it might be pointed out that many words used in the songs are difficult and useless to the student's vocabulary.

There are historical notes at the head of many of the songs, and very valuable for the understanding of the themes are Prof. Morize's vocabularies and notes. A note on the onomatopoeic word *coin* in *Les Canards* (p. 65) would not insult the intelligence of all students, and the word *poupon* (p. 87) should be explained, even though its meaning is evident.

The exercises are less valuable in a book of this kind and will likely be little used. Who wants to tear up a folk-song to see its grammar? The word-study and retranslation exercises are aimed at an older clientele than this book will have, if the "actions" to the songs are the chief contribution of this collection over others. The questions are valuable, but few teachers will use them for conversational drill. An extended list of questions designed to induce comprehension would have been the most practical exercise. The reviewer cannot see the need of the "Glossary of Directions"—English to French. Had the directions for "actions" been in French (pp. 97-138) there would have been more reason for the glossary. If it is meant for the teacher, the reviewer would add that all the directions for actions and costume-making should be in a teacher manual such as this book. The cost will likely prevent the book from reaching the hands of many students. Moreover, the introduction advises teaching the songs by rote. If the words to the songs, linguistic notes, vocabularies, exercises and pageant material were republished in a small pamphlet at something under fifty cents, the book would have a larger use and teaching value.

We find in the collection old favorites like *Frère Jacques* and *Il pleut, il pleut, bergère*, and eight songs are taken from "Chants populaires pour les écoles" by Bouchor and Tiersot. Very interesting musically but of less teaching value are DeLoire's *Le Rosier*, music by Jean-Jacques Rousseau, and Chénier's *Le Chant du Départ*, music by E. N. Méhul. There is a table of contents of titles, an index of first lines and a classified list where songs are grouped: patriotic, marching, etc.

It is understood that the initials R.M.C. indicate arrangements

by the author. (The reviewer would have liked the sources of more of the songs, including the hymns—a praiseworthy feature of the text.) The book is worth owning if for no other reason than to have these clever, interesting arrangements. They are placed well for singing (only a few notes as high as *f*, except in *Le Chant du Départ* which should have been pitched lower) and many are adaptable to four-part singing.

Of more value to junior high and grade schools, the book is nevertheless a commendable undertaking and represents an excellent contribution to the cultural content of the French curriculum.

JAMES B. THARP

Ohio State University

HENRIOT, EMILE: *Aricie Brun ou les Vertus bourgeoises*. Edited with introduction, notes, and vocabulary by R. E. Rockwood. Ginn and Company, 1929. XXV+410 pp. front. (port.)

Contemporary French literature is justly arousing increased interest in American school and college students, judging from the many editions of modern works which have been coming from the presses of late. No longer need the teacher's choice of texts be restricted to the more familiar classics, for there are now many attractive volumes of recent novels and plays which have a very definite appeal to the taste of modern youth. Professor Rockwood's edition of Henriot's novel *Aricie Brun* is a worthy addition to this growing collection of French texts.

Aricie Brun was awarded the *Prix du Roman* by the French Academy in 1924, and has enjoyed widespread popularity, having been translated into several foreign languages. It is the history of four generations, a sort of *comédie humaine*, in which are traced the life stories of the numerous descendants of one Barthélemy Lesprat. "However, the novel is not a collection of successive biographies; it appears rather as a general *tableau* of a century, and one of the essential aims of the author is to develop before our eyes the evolution of customs and manners, the social, economic, political, and artistic *milieux*, the whole historical background of that long period extending from the fall of Napoleon I to the outbreak of the World War." Around the central figure, Aricie Brun (1824-1914), there takes place a long series of events, wherein are brought to light *les vertus bourgeoises* which have been so largely responsible for the solidity of the French nation.

Emile Henriot has succeeded admirably in his difficult task of putting into the compass of one volume materials which cover a century of French life. Even though there is little of exciting incident in *Aricie Brun*, nevertheless the narrative quickly wins the reader's interest and holds it to the end. Furthermore, one feels

that much has been learned concerning the nineteenth century in France. There are 291 pages of text, yet, because of its charmingly simple style, well trained students should have little difficulty in completing the reading of the novel in a reasonable space of time.

The volume is neatly and attractively printed and bound. A short introduction gives the history of the life and works of the author. Then follows a useful guide to the reading and appreciation of the story. A letter from M. Henriot to the editor tells how a remark concerning the continuity of things French, made by a member of the American Expeditionary Forces, remained always in his mind as he wrote *Aricie Brun*. The author's preface and a facsimile of a manuscript page are printed before the text proper. The notes, which are ample though not over full, are printed at the bottom of the page. A genealogical tree, questionnaire, and map of France precede the vocabulary; a feature which adds greatly to the usefulness of the book. The vocabulary of 103 pages increases the thickness of the volume considerably. The editor might have saved some space had he not repeated in the vocabulary several of the explanations already given in the notes. (vid. *Terreur* as explained p. 14 and p. 404; *Wissembourg* on p. 187 and p. 410; *Constitutionnel* on p. 49 and p. 330; etc.) A few careless slips occur which will require correction in later printings. Nantes (p. 373), La Rochelle (p. 394), Toulouse (p. 405), and Tours (p. 405) are all said to lie southeast of Paris. Blaye is located northeast of Bordeaux (p. 309). *Norvège* is listed as masculine (p. 374). The past definite of *mentir* (p. 369) is wrong. The adjective *salissois* (p. 396) is listed as a feminine noun. On page 363 *juste-milieu* is listed and defined twice. These errors, however, do not seriously mar this edition which should prove well adapted for use by students who are equipped to read modern French novels.

GEO. B. WATTS

Davidson College

EDMOND ABOUT, *Le Roi des Montagnes*, edited by J. Senior. 176 pp. Oxford University Press, American Branch. 1929. 4 pp. of introduction. 133 pp. of text. 6 pp. of notes. 3½ pp. of phrases and idioms. 31 pp. of vocabulary. Map of Southern Greece inside of back cover. No exercises.

This new edition of About's novel is a very neat publication with a type that is pleasing to the eye and a moderate price that is pleasing to the pocket-book. The action of the plot is speeded up by a rather skillful abridgment, although no harm would have been done by the omission of a few more of the very unusual words which the student will find in no other text. Several misprints, such as *brûle rdes*, p. 8, 6, *atteigni ent*, p. 83, 30, *n'ontrien*, p. 142, 7, and a 'back, p. 143, 30 have escaped the notice of the proof

readers. The use of italics instead of bold-faced type for the French words in the notes and in the vocabulary is a practice scarcely to be recommended, and the fact that certain words, such as *échelle* (the true meaning of which is to be found nowhere in the book) are interpreted in only one of three lists (notes, idioms, or vocabulary) will cause the student to look up some words in three places before finding them. The list of idiomatic expressions may well be considered a praiseworthy feature, but it seems that better translations could have been found for some of them. However, the book deserves a place on the list of second year textbooks.

WALTER H. STORER

Vanderbilt University

BROWN, HAROLD H., *Map of France*. R. R. Bowker Co., 62 West 45th Street, New York City. 1929.

A signal contribution to the *realia* for the teaching of French is the new pictorial map of France, designed and drawn by Harold Haven Brown. Of the many maps of this kind which have recently appeared, the one of France seems to me the most attractive.

In the presence of this map one can well understand the force of the dictum, "A picture is worth ten thousand words." Without appearing crowded it portrays vividly the things worth while in French architecture, besides places of historic and literary interest, not omitting the correlation with English and American literature.

For instance, Dijon is marked by the notation, "Caesar defeated Vercingetorix here in 52 B.C." Dole bears the label, "Pasteur, 1822"; while Amboise, represented by a small but very clear picture of the chateau, bears the legend, "Da Vinci buried here; d. 1519."

Too much could hardly be said in appreciation of the artistic qualities of the map. Done in the style of the highly prized mediaeval maps, its coloring and design are exquisite. The rich Gothic border of gold contains twelve inserts in full colors of the best known cathedrals and chateaux. Besides these, there is an insert of a monumental plan of Paris, and another of Corsica.

Framed, this map adds greatly to the attractiveness of the French room, where our students find in it an unfailing source of interest and information. It furnishes a splendid basis for French conversation even in elementary classes, and for topics specially prepared by the more gifted pupils. For example, the life of Jeanne d'Arc is clearly traced by twelve tiny shields, consecutively numbered, marking her passage from Domrémy to Rouen.

This map will fill, I know, a long felt want.

DELLA R. MADDUX

*North High School
Columbus, Ohio*

PIERRE MACY, *Toc, Toc, Toc!* Douze pièces faciles. Notes, Exercises and Vocabulary by Emile Malakis. VIII+209 pages. The Macmillan Co. 1929.

This book, which takes its title from the three traditional knocks preceding the rising of the curtain in the French theatre, contains twelve short and easy plays dealing with French life. One takes place in a dentist's office, another in a restaurant, while several picture student life in the Latin quarter. The dialogue is quick and witty in several instances; the French is very simple; the idioms employed are among the most commonly used and many of them occur frequently. The colloquial expressions, occasionally introduced, are carefully marked as such in the vocabulary. This vocabulary is sufficiently developed for an intelligent understanding of the words and expressions employed, and the *Notes explicatives*, given for each play, complete it. In the vocabulary, the phonetic transcription of words offering special difficulties is also given. The *Appendice du Verbe* at the end of the book should be very useful to students having used different grammars, because the author has carefully given all the different names, either French or English, by which each tense is called. This Appendix permits a review of regular and irregular verbs, and the student may turn to it at any time for reference.

There are exercises of a great variety, among which the teacher may choose, for each play; a very easy questionnaire; two grammatical exercises dealing with the material usually covered in a course of first year French; conjugation exercises; a list of the idioms employed in the play, forming material to be used by students in writing original sentences, and thus enabling them to master a certain amount of the essential elements of French. Topics are given for free composition, either oral or written. This is followed by a composition exercise consisting of connected English sentences based on the text for translation into French.

Toc, Toc, Toc, could be used as a reader in first year French courses or in a course in elementary conversation and composition, and some of the plays should furnish very good material for French clubs.

CÉSARINE BREUILLAUD

University of Illinois

Fantastic French Fiction of Mystery and Emotion, edited by James Burton Tharp, Ohio State University. xii+189 pp. Prentice-Hall, Inc., New York, 1929.

The edition contains: (1) a brief preface (2 pp.) in which the editor states that his text is intended for a second year rapid-reading text: also it has the innovation of the separation of linguistic notes from notes on allusions to names of persons, places,

etc., the former being placed as footnotes; (2) a bibliography of critical works and editions from which the stories are taken (2 pp.); (3) an introduction (14 pp.) in which the editor gives a sympathetic interpretation and outline of the fantastic element in French literature from the earliest *chanson de geste* to the present; (4) one hundred pages of text, consisting of the following stories: *Avatar* (abridged) by Théophile Gautier, *L'Oeil invisible* by Erckmann-Chatrian, *Le Train 081* by Marcel Schwab, *Le Horla* (abridged) by Guy de Maupassant, and *La torture par l'espérance* and *Les phantasmes de M. Redoux* by Mathias Villiers de l'Isle-Adam; (5) notes (15 pp.) on references to popular names, etc. (explanations of grammatical constructions are given in footnotes); (6) vocabulary (49 pp.).

The preface states: "None of these stories has been edited for class use before, so far as can be ascertained, and Schwab and Villiers de l'Isle-Adam are appearing for the first time in an American edition." Teachers of French should receive enthusiastically such a collection of stories as is here presented, in an attractive and well edited text. Of the authors chosen two are certainly well known among students of French; while the other four are scarcely known in the United States, their writings well merit an acquaintanceship.

The editor has been very generous with his explanations of difficult grammatical points, and the notes at the end of the text are ample. The editor states (p. 139) that he has omitted from the vocabulary, among common words which even first year students might be expected to know . . . "words which have in this text both form and meaning identical in French and English; or sufficiently so that second year students should recognize the similarity." On pages 17-28, I have noted as omitted from the vocabulary some 200 words, the omission of which is explained by the editor on page 139. The majority of these are commonly used and known; however, the present writer believes that for a second year text, as the editor intends the book to be, the vocabulary is not adequate. This test was made: fifty words, missing from the vocabulary, which resemble the English words with the same meaning or which are commonly used in first year reading books, were given to 85 students in four different groups of second year college French. These students had been trained by more than forty different teachers in secondary schools in many parts of the central and north central states. Thirty-four of the words were unknown to five or more of the students. Following are the results:

Word	Unknown to	Word	Unknown to
magique	7	matière	40
vie	6	projetter	20
résurrectionniste	28	solaires	30

Word	Unknown to	Word	Unknown to
charmant	6	masquer	6
paradoxal	30	coloriée	26
séance	14	magnétiquement	10
planter	8	satinée	24
fortement	5	magie	22
ressembler	5	relique	16
milieu	12	silencieuse	10
bizarre	20	stupéfait	8
compte	10	muet	10
flamme	16	retrouver	15
regner	22	intérêt	8
émanations	44	placer	8
voluntaire	5	Nord	6
immobile	16	atteigner	24

The present writer hesitates to draw what might be a hasty conclusion from the above experiment. If one of the reasons for teaching modern languages in our schools is to improve the English vocabulary of our pupils, then such words as *immobile*, *émanations*, *bizarre*, etc. should be explained with synonyms of the English word which the French resembles. It is a deplorable fact that many college students do not know such common words as *paradox*, *solar*, etc. Would it save time for the instructor and the student to have these words included in the vocabulary and the time spent in an effort to create and strengthen in the student an ability for rapid reading of French, or would the time be more profitably spent, in the end, if the student takes time to study these words and synonyms for them in an English dictionary?

All in all, these stories are creditably edited and should become popular as a second year text. No teacher should complain of a lack of enthusiasm in his class when this text is being read.

AGNES M. BRADY

Saint Mary-of-the-Woods College
Indiana

(EDITOR'S NOTE: While the lack of knowledge revealed by Miss Brady's test is certainly disconcerting, it should be borne in mind that some of these words would have been more readily recognized in context than in isolation. Moreover, one cannot tell how seriously the students took the test. Finally, how many of the students who could not translate *séance*, for instance, would have been helped by finding in the vocabulary such an entry: *séance*, *seance*? This seems to us a problem for the classroom rather than the textbook.)

ETHEL F. LITTLEFIELD, *My Progress Book in French No. I.*
Looseleaf Education, Inc., Columbus, Ohio. 1929. 63 pp. \$.35.
This individual work book contains 76 new type exercises and

tests written in French. Its main purpose is to give each of our pupils equal participation in those activities in the preparation of which he makes most errors. It is to be used as a text supplement about four times per week during the first semester of beginning French.

Our pupil, his Eversharp in hand and his *Progress Book* before him, glances through a list of nouns with their definite and indefinite articles. On the lower left half of the page he writes the masculine nouns and on the right side the feminine nouns. Turning the pages, he finds the number, "5" printed on the door in an object picture. He writes "*La porte*" by number "5" in the space below and pauses a second to see "*Quel meuble est devant la chaise?*" or to think if the map be "*dans*," "*sur*," or "*contre*" the wall. Or he colors "*un buvard en vert*" and finds which word means "napkin"—"*La nappe*" or "*La serviette*." "Which of my relatives is '*le fils de ma tante*'?" A true-false test confronts him and he frowns at the statement: "*Le beurre est un animal*." He fills in verb blanks, encloses mute *e*'s in parentheses, divides words into syllables, decides that "*Le Canada est le pays au nord des Etats-Unis*," that March has "*trente et un jours*," that "*Le samedi est le septième jour de la semaine*," and finally wonders if "*Douze fois quatre font quarante-huit*" or "*huit*." Closing his book, he conjectures as to what figure is to occupy the blank below each exercise:

"Your score equals the number right —."

Typographical errors noticed were: Exercise 6, p. 8, blank 7, division 2, "A l'ecole" (A l'école), Exercise 19, p. 21, division 1, "A la suité" (A la suite), Exercise 26, p. 26, division 2, "Le rouge—gorge" (Le rouge-gorge), Exercise 37, p. 34, division 2, question 1, "Eet-ce qu'il (Est-ce qu'il), and Exercise 46, p. 40, division 1, question 4, "Lequel es le plus beau" (Lequel est le plus beau).

How easily our pupil can work these exercises depends on which text this work book supplements and on how much *realia* his teacher provides. The teacher who is looking for supplementary exercises and new methods of presentation will find this booklet valuable not only for those exercises which it contains, but for its power as a thought stimulator for the production of further drill material and ability tests.

OLIVE LILLY

Palestine Twp. High School
Palestine, Illinois

PIERRE CORNEILLE: *Polyeucte, Martyr*. Edited by W. P. Graham with Introduction, Notes, and Vocabularies. Pp. 208. Milwaukee, 1929. Bruce Publishing Company. 96 cents.

Professor Graham has planned this edition of Corneille's great tragedy for advanced classes in colleges and universities which use

the direct method. In his introduction of twenty-three pages of French he gives a résumé of the life and works of the author, and analyzes the action and organization of the play. The *Abrégé du Martyre de Saint Polyeucte* and Corneille's *Examen* are printed before the play proper. Following the play the editor has included a discussion on French figures of speech. One page is devoted to exercises, consisting of subjects for oral discussion and written composition. Fifteen pages of notes follow. Here several of the most difficult passages are explained, comparisons are drawn between seventeenth century and modern French, certain lines are literally translated, and questions of grammar are asked. Two vocabularies are included, of which the first, in French, does not aim to be complete.

The text is attractively printed in clear type. The exterior appearance of the book, however, is not up to the standard of most of our modern American texts. Unfortunately, examination of the edition leads one to feel that the manuscript was sent to the publishers too soon, and that the editor's efforts were not, in every case, wisely distributed. One wonders if the result would not have been better had Professor Graham devoted less time to the French introduction—the materials of which are easily accessible in many manuals which the advanced student would have at hand—and had spent more effort on the notes and vocabularies, and in proof reading.

It is not the purpose of the reviewer to discuss in detail the introduction. Suffice it to say that there are many passages which might well be omitted; others which ought to be revised. On page 5 the reader's eye falls immediately on a careless sentence: *Le texte est celui de la dernière édition des oeuvres de Corneille, publiées en son vivant*. Does not the editor mean to say that the text is that of the last edition published during the author's life? Doubtless many would not agree with the editor in all the statements of the introduction: most scholars would not admit that all the plays of Corneille are great, whereas they would subscribe to the naïve remark that *quelques-unes sont plus grandes que les autres* (P. 11).

The introduction is not the weak point of the edition, however, for it is because of the errors in the text itself, and especially in the subsequent materials, that the student would, it is feared, soon lose his confidence in the work. The reviewer does not claim to have noted all the mistakes, but believes that the following are enough to show that before the book can be recommended for class room work, a new printing will be necessary. The various sections will be discussed in order with errors noted.

I. Text. With a few corrections made and several defective characters changed the text will easily be put into satisfactory shape. Page 99, line 991, *Polyeucte* should be capitalized; p. 107, l.1165 *amitié* is misspelt; p. 113, l.1285, no punctuation; p. 123,

l.1497 *unit* should read *nuit*; p. 104, l.1084, broken character, also p. 110, l.1221.

II. Figures. This section does not detract from the value of the edition, neither does it seem necessary. One notes that very few examples are drawn from *Polyeucte*. Page 139, accent lacking in *fréquente*; pp. 140, 141, some examples are put in italics, others are not; p. 145, no italics for *Esther* and *Horace*; p. 141, last line, broken character.

III. Exercises. Only twenty four suggestions of topics are given. Some are extremely simple, others are rather too inclusive. It would not be difficult for most teachers to prepare better and more complete exercises!

IV. Notes. Page 148, Why the Arabic numeral 1. instead of small letter l. to indicate line? This device gives many awkward combinations. P. 148; why not *par lesquels* and not *par lesquels* as modern equivalent for *dont*? p. 150, l.148, negative is not complete; p. 155, l.744, accent in word *près* is wrong; p. 158, l.968, and p. 161, l.1364, here and in other similar notes there should be uniformity of type and punctuation; p. 161, l.1462 and l.1485, forms should be uniform; p. 162, l.1514, changed number in note, *les tiens-vos amis*.

V. French vocabulary. This vocabulary, if worth doing at all, should be complete. It appears that too often a word has been looked up in *Larousse* and a definition which does not suit the case has been given. Page 165, *Baptême* is defined, *action de passer sous l'eau*; p. 166, *cure* (*guérison*) is listed as a masculine; p. 166, *délices* is listed as masculine plural; p. 166, punctuation in definition of *dessin* is confusing; p. 171, definition of *sein* is incomplete and not well selected for this situation.

VI. French-English vocabulary. Pp. 176, 177, do *au* and *aux* need to be defined for advanced students? P. 177, *avant* is defined as preposition, but listed as masculine noun; p. 178, type in *en butte à* should be uniform; p. 183, definition "M.D." for *docteur* is not happily chosen; p. 197, *foudre* which occurs p. 83, l.773 as masculine is here listed as always feminine; p. 201, definition of *son* is given as "his, her, sound," no gender being indicated for the noun as is the usage elsewhere; p. 204, *vase* is listed as feminine noun with definition "mud, slime, cup, urn." (Note the form p. 91, l.853, *saints vases*.)

GEO. B. WATTS

Davidson College

H. R. HUSE. *Essentials of Written and Spoken French*. Harcourt, Brace and Company 1928. xii+322 pages, 8 full-page illustrations.

The purpose of this book is to have the student begin his study of French through practice rather than through precept, and for

this reason the book is admittedly one in which drill-work plays the leading rôle. The author states in his Preface that the material for drill is based on the New York high school program of minimum essentials for two years' work, and with certain modifications he has accordingly confined himself within these limits. Variety has been deliberately avoided at the risk of monotony so as "to exact a necessary minimum of attention without requiring at the same time frequent mental adjustments."

The material presented is grouped into four sections, plus the Introduction and an Appendix. Part I is concerned with inflection and agreement, Part II mainly with irregular verbs, Part III with idiomatic constructions, and Part IV with the acquisition of a working vocabulary. The Introduction deals with the general rules for pronunciation, elision, syllabication and phonetics, and the Appendix with such heterogeneous material as pronunciation and orthography, numerals, a grammatical résumé, and the usual verb tables. By this arrangement the author's task has been to combine as nearly proportionately as possible the conflicting aims of learning French in order to read it, to write it, and to speak it. In several instances the material is overlapping and often repeated in a later section, but this is in accordance with the author's scheme of drill; there do not seem to be any occasions where his efforts in this respect are wasted or overdone.

An innovation in the study of verbs for beginners is the introduction of the subjunctive and the imperative moods at the same time as the indicative—in Lesson VI. The Past Definite and Imperfect Subjunctive tenses have been relegated to the Appendix for obvious reasons. There does not seem to be adequate treatment on the subject of *être* as an auxiliary. Keeping in mind that the author is only concerned with "essentials," it would appear necessary to increase the number of those intransitives requiring *être* as an auxiliary from five verbs to at least twelve. In no instance is a reflexive verb conjugated in an orderly fashion which would serve the student as a model for the formation of all reflexive verbs.

At the outset there is little grammatical explanation offered in the lessons, although there is an excellent though limited grammatical summary in the Appendix. Hence this burden rests on the teacher; this should not be a damaging feature to the grammar, since the amount of grammatical discussion varies with the preparation of the students in their English grammar, their individual differences, and their respective abilities in language work.

Especial attention has been paid to the matter of vocabulary. The words have been carefully graded in order to facilitate the memorizing process. Some nouns have been listed with their related English words as a possible memory guide. Verbs have also been listed with their related nouns. There are several paragraphs

in Part IV on a variety of subjects in which new words are explained in French. One outstandingly gratifying feature is that the entire vocabulary is composed of common, every-day, useful words, containing no unusual, unimportant terms, such as have been included particularly in so many recent French grammars.

Each lesson contains a group of five or six exercises. One distinctive characteristic, especially concerning the English-into-French sentences, is their briefness. This feature can be greatly appreciated in class-work since lengthy, cumbersome sentences are hindrances to clear thinking and are impractical as well.

Much care has been evidenced in the proof-reading. A few oversights are the following: in the French-English Vocabulary *un Américain* should read *un Américain*; *légèreté* should read *légèreté*. In the English-French Vocabulary *beside*, *à côté de* should read *beside*, *à côté de*.

As to format, the book is most praiseworthy. The choice of which matter is to be italicized and which is to be in heavy print, leaves little room for improvement. The excellent arrangement upon the page is at once pleasing to the eye and makes for efficient reference. The illustrations are more attractive than the average and happily are not confined to views of Paris alone. Since most of our students have such a hazy notion of French geography, it might have been well to include a full-page map of France in colors, locating those places mentioned in the text.

The author has accomplished very well the task he set out to do. The only *raison d'être* that so many of our latest French grammars can possibly lay claim to is being different merely for the sake of being different. But Mr. Huse has successfully proved himself justified in producing a book which is signally but commendably different.

W. STANLEY MARTIN

De Pauw University

U. S. A. *Du côté des Blancs et du côté des Noirs*, par FRANCK L. SCHOELL, Librairie Honoré Champion, 1929. 240 pages.

L'auteur de ce livre est aussi connu en Amérique qu'en France par son enseignement et ses travaux. Il a passé quelque dix ans de sa vie aux Etats-Unis et dans les régions les plus diverses. Il a vu ce dont il parle. Il n'est pas de ces voyageurs aussi hâtifs que décideurs qui font un livre sur les Etats-Unis après six semaines passés à New York ni de ces touristes impertinents qui viennent chercher en Amérique des occasions d'ironiser comme s'ils n'en trouvaient pas assez chez eux. Mr. Schoell aime les Etats-Unis (cela se sent) mais il aime aussi la vérité. Son livre est probe.

Le ton est alerte sans rien de cavalier, la note (au sens musical) est juste. Et cela aussi est rare! Bien qu'un recueil d'articles (parus pour la plupart dans la *Revue de Paris*) l'ouvrage a une

unité intime réelle. En effet qu'il s'agisse des Noirs de Chicago ou de Harlem, des Alsaciens de la Prairie ou des Français de Louisiane ce qui paraît la préoccupation maîtresse de l'auteur c'est le souci attentif et interrogateur du Devenir des Minorités. C'est dans la description pittoresque et psychologique des îlots de race et de langue qu'il est le mieux sur son terrain. Et c'est là que réside, je crois, la valeur essentielle de ses études. Ce sens des groupes, cette compréhension des races sont encore plus difficiles que le sens des individus. Aussi les vrais démographes ne courent pas les rues. C'est pourquoi il faut s'arrêter au livre de Mr. Schoell qui a le goût et l'intelligence de ces questions. Mais son livre quoiqu'il inspire de graves et parfois mélancoliques réflexions n'est ni lourd ni triste et il n'y a rien de gris dans cette esquisse en blanc et noir. On lira, j'en suis sûr, avec autant de plaisir que moi le récit des excursions de Mr. Schoell au Nevada (ah! l'extraordinaire trappeur français qui se dresse là, dans ces pages!) et ses entretiens avec les Alsaciens de Serena et de Woolstock qui, pour moi, sont aussi émouvants (et plus vrais) que les Alsaciens de Daudet.

Sur la question des Noirs Mr. Schoell ne conclut pas (qui diable! pourrait conclure?) mais il montre fort bien comment le snobisme et l'esthétisme négrophiles des Blancs et la marée montante du *Jazz* ont donné au problème un aspect nouveau.

En ce qui concerne la question (qui intéresse particulièrement les lecteurs de notre *Journal*) de la langue française aux Etats-Unis les observations de Mr. Schoell sont de deux ordres: Sur le français en Louisiane et sur le Français aux Etats-Unis en général. La première de ces deux études (*L'Agonie du Français en Louisiane*) a ému, je le sais, nos amis de là-bas. Peut-être n'ont-ils pas vu que Mr. Schoell poussait un cri non de mort mais d'alarme? Peut-être était-ce ce titre triste et dur: *Agonie*? Qui sait? Est-ce qu'on est jamais sûr? Et pourtant Mr. Schoell l'est et il donne ses raisons. Mais sa conclusion est moins lugubre que son titre. L'hommage légitime qu'il rend à l'Université Tulane (où il a enseigné, où Lamar a enseigné, où Durel enseigne encore et ces noms sont par eux mêmes des garanties) aux *Nouvelles Louisianaises* et à l'*Athénée Louisianais* est un peu de baume sur la blessure. Le populaire de chez nous dit "Tant qu'il y a de la vie il y a de l'espoir." Et c'est le populaire qui a raison.

Pour la situation du français aux Etats-Unis (chapitre jusqu'ici inédit et qui termine le livre) les remarques de Mr. Schoell pourraient être complétées par les données plus récentes encore sur la situation comparée avec celle de l'Allemand et l'Espagnol. Mais on les lira avec fruit. En dehors du monde de l'enseignement où Mr. Schoell note la tendance de plus en plus marquée vers le *français vivant*, il y a trois catégories sociales en Amérique qui maintiennent le français comme langue de culture: Ce sont les artistes, les importateurs et les diplomates. A quoi

notre auteur ajoute comme élément essentiel les Femmes. Et au fait les Femmes ne sont elles pas tout cela à la fois; artistes, importatrices et diplomates?

LOUIS CONS

Swarthmore College

LABICHE ET MARTIN. *Le Voyage de Monsieur Perrichon*. Edited with exercises, notes, and vocabulary by Edna Dunlap. American Book Company, 1929. X+208 pp.

The modern effort to humanize all subjects in the curriculum might not seem applicable to a play such as *Le Voyage de Monsieur Perrichon*; but Miss Dunlap's new edition of the time-worn text does this very thing by its attractive make-up, its bright illustrations, a slight change or two in the lines, and some remarkable direct-method exercises. These latter are so very human that one can almost feel the teacher in front of the class and anticipate the eager response from the pupils. For there are intimate personal questions that spring naturally from the teacher's lips and reach into the every-day experiences of the pupil; from his point of view it must be encouraging to have a fairly definite idea of what he may be asked, instead of having to guess at it.

The exercises consist of thought-provoking questions on the text, which cannot be answered by turning the question around, but which demand even considerable meditation. (2) There are lists of idioms, with accompanying questions, either on the play, or of the personal type already described, answers to which require the use of the expressions being studied. (3) There are exercises on forms and syntax, thorough systematic drills with careful study of irregular verbs (a summary of which is to be found in the text); much emphasis on the subjunctive, and plenty of work on prepositions. The old pet idiomatic expressions are there, but never too many of them at a time. (4) Five or six difficult passages in the text are indicated for translation; a few are added to be translated into French, natural and useful ones, as: "I wish he would come to see us; so does she, so do they."

Particularly clever is the presentation of the composition; one at the end of each act, with the teacher's very words reproduced to motivate it, supplemented by questions, suggestions, and even catchy words; a time-saver to the teacher, and an inspiration to the pupil. The subjects of these compositions are quite original.

Pronunciation is treated by exercises in phonetic transcription. The notes following the exercises are in French, clear and helpful. The introduction is not overloaded with biographical details, but it interestingly and simply narrates the essentials about the author's life and works. Save for one tiny typographical error,

the reviewer can find no fault with this text, which should be admirable for high school pupils and college freshmen and thoroughly interesting to all wide-awake students.

KATHARINE M. SLAUGHT

*Hyde Park H. S.,
Chicago*

LABICHE ET MARTIN. *Le Voyage de Monsieur Perrichon*. Edited with introduction, notes, exercises and vocabulary by Leon P. Irvin. Prentice-Hall, Inc. 1929. 148 pp.

This very dignified and scholarly edition of Perrichon contains a charming picture of Labiche and a nine-page introduction giving a careful biography, with a sympathetic interpretation of his works and character. There is a good bibliography added.

The notes on the text are in French, at the bottom of the pages, which seems a happy way to help the student comprehend and read quickly,—all in the foreign tongue. The illustrations are unusually amusing and realistic, contributing to the understanding of the play.

The exercises include: questions of the usual type on the text; grammar and syntax drills, methodically planned; translation, English into French; and some good phonetics work. At the end of the play an outline of the plot in English is offered for translation into French. This well-planned and pleasantly constructed text should make a stronger appeal to college than to high-school students, but it commends itself, nevertheless, to any reader.

KATHARINE M. SLAUGHT

*Hyde Park H. S.,
Chicago*

L. M. SCHMIDT and E. GLOCKE, *Deutsche Stunden*. Lehrbuch nach der direkten Methode. D. C. Heath & Co., 1928. XXIX+368 pages, with illustrations. \$1.60.

Quite a number of new German textbooks have been published recently, many of them of excellent value, up to date as regards method and presentation, with an endeavor to make the study of German seem easy, attractive, and effective. "Deutsche Stunden" may be classed among these. It is frankly and consistently written on the basis of the direct method, and at the same time complies with the recommendations of the Modern Foreign Language Study in aiming "primarily to develop in the pupil the ability to read German with some fluency." (Preface).

Aural and oral practice is stressed, and copious exercises in writing based on the reading material are required. Completion exercises, others requiring a change in tenses, questions on the basic text, all are calculated to furnish ample repetition of new

words, so as to require translation as little as possible. As a concession to the time-honored translation from English into German, exercises are provided in the "Anhang," but they are intended for review and final drill rather than as an essential part of the book.

The book itself is divided into four parts. *The first part* may be termed an informal introduction to the language in the first semester of High School Study. It presents in a simple way the use of the cases as subject, object, and after prepositions, and four tenses of the verb. The inductive method is used throughout the book. *The second part* introduces more pretentious reading matter, mostly popular German stories, combined with drill on the pronouns, the declension of adjectives, and the future tense. The declension of adjectives, that bugbear of German study to most students, is presented in an admirably simple and clear manner, with an abundance of drill characteristic of the entire book. *The third part* is entitled: "Deutschland und die Deutschen," and contains brief selections on the physical features of Germany and on prominent men. A clear map of Germany accompanies this part, and the entire text is enlivened by numerous illustrations. Reviews with drills on word formation and idioms are interspersed throughout the book.

These three parts constitute what was originally published (in 1917) under the title "Das erste Jahr Deutsch." A *fourth part* has now been added to provide drill on the passive voice, the subjunctive, indirect discourse, conditional, and the compound tenses of the modal auxiliaries. This part is entitled "Geschichte und Sage," and all four parts under the new title are designed to furnish sufficient material for an elementary German course in High School or College.

"Repetitio est mater studiorum." We have here a book in harmony with the more recent aim of teaching a language without laying too much stress on grammar and translation, but rather by furnishing abundant drill on the use of the language itself.

VALENTIN BUEHNER

*Manual Arts High School,
Los Angeles, California.*

GOETHE'S *Faust, Part I.* Translated by William Page Andrews; edited and revised by George M. Priest and Karl E. Weston. xiii, 210 pp. Princeton University Press 1929. Limited edition. Price \$4.00.

It was a labor of love on the part of Mr. Andrews to make this translation; it was a labor of love on the part of the editors to prepare the MS and secure its publication. But in both cases, it seems to me, it was love's labor lost. While Goethe's great dramatic

poem has never been translated with ideal perfection, and probably never can be so translated, in view of the virtually insuperable difficulties which it offers the translator, yet the English language already possesses a number of highly creditable versions, at least three of which combine marked fidelity to the sense of the original with commendable purity of form and considerable poetic power. It is easy to understand why Mr. Andrews yielded to an irresistible impulse to try his hand at this formidable task, the more so that it grew naturally out of his own study of the poet's thought. It is less easy to follow the thought of the editors who, thirteen years after the translator's death, have thus exposed the labors of their scholar-friend to the critical gaze of the literary world. For, to put the matter somewhat bluntly but in a nutshell, William Page Andrews was not a poet, and no man who has not a considerable poetic gift should attempt the translation of any poetic masterpiece, least of all that of *Faust*.

It is not necessary, in the pages of this Journal, to enter into any detailed analysis of Mr. Andrews' translation; I shall merely cite two fairly typical passages, one representing the more successful, the other the less successful portions of the translation. As an example of Mr. Andrews at his best—I pass over deliberately the blank verse of "Wald und Höhle," as not presenting the characteristic difficulties of *Faust*, shifting rhyme and metre—take the following lines:

- 3282 'Tis more than earthly, such delight!
 To lie in night and dew on mountain height,
 Embracing earth and heaven blissfully,
 Inflating one's own self e'en to a deity,
 To burrow through earth's marrow, onward pressed
 By prescient impulse, feel within one's breast
 All six days' work, in haughty power enjoy and know
 I can't tell what, soon all creation overflow
 In rapturous love, the son of earth lost from all vision,
 And then the lofty intuition—(With a gesture)
 Ending—I dare not tell you how!

My other example follows immediately upon the above:

- 3293 That is far from pleasing you;
 To cry out: "Shame!" you have the moral right to do.
 One may not name before the ears of chastity
 What chaste hearts cannot do without.
 And once for all I grudge you not the pleasantry
 Of lying to yourself a little now and then;
 But in this you can't long hold out.
 Already you're worn out again,

And if it goes on longer, you'll be ground to naught,
 Your end with fear and anguish or with madness fraught.
 Enough of that! Your darling sits at home apart
 And all appears to her more sad and small.

Mr. Andrews was a profound student of *Faust*, and it may be that future translators may turn to his version for help in grasping the true meaning of a given passage; but it is unlikely that any one will seek in his laborious lines the uplifting thrill that pure poetry can inspire, or find in them that final magic touch which makes the difference between poetry and verse.

B. Q. MORGAN

University of Wisconsin

FOSTER, LILLIAN and WOOLEY, ELMER O., *Geschichten und Märchen für Anfänger* (New revised edition). Heath 1929. Text, pp. 3-104; Übungen, pp. 108-174; Vocabulary, pp. 176-211. Ill.

This new revised edition of Miss Foster's well-known *Geschichten und Märchen* will arrest the attention of an increasing number of German teachers who desire an excellent book for early reading. The publishers are justified in believing that it possesses a rare charm and that it should appeal to both young and mature beginners. The book has been worked out with uncommon skill and it leaves the impression of a neat, compact, useful, little volume. It is attractive in appearance and much of its attractiveness is due to the illustrations by Kurt Wiese. An interesting departure in the book is the use of English characters in the text of Part I as well as in the exercises based on Part I with a view to easing the burden of the beginner.

The original tales have been rewritten and a scientifically constructed vocabulary has been introduced as a foundation on which to develop reading ability. To quote from the preface, a basic vocabulary of approximately 600 words was prepared by tabulating the vocabularies of twenty beginning grammars, twenty readers, and twenty elementary texts (e.g. Storm's *Immensee*), and selecting the words common to forty out of sixty vocabularies. A thorough revision of the old edition reduced the number of non-basic words to two hundred. Thus, a working vocabulary of some 800 words was the result. These basic words have been ingeniously repeated, singly and in idiomatic expressions, a repetition which is of great service to the pupil.

The reading selections furnish, therefore, a vocabulary of great practical value. They are at the same time interesting to young pupils and mature students who begin a reader early in the course; for example, the first or second semester. An effort was made to

adapt the book to the use of maturer students by combining short sentences through the use of connectives and common idioms. The latter add a certain piquancy to the tales and are so skillfully woven into the text and exercises that the pupil is slowly but surely initiated into their use. This presentation of idioms is one of the features of the new edition.

The *Übungen*, of which there are fifty sets, are preceded by a *Grammatische Übersicht*, outlining the grammatical topics treated in the exercises. The latter form a systematic review of such grammar as needs constant attention in a first-year course. These *Übungen* are of three types: (1) *Questions* in German to test comprehension. (2) *Word Studies* in the forms of synonyms, opposites, word-groups, derivatives, and idioms; and (3) *Exercises* that aim to fix German words and phrases by substituting them in German sentences and by the translation of a short set of English sentences, usually eight in number. In this connection, it is worthy of notice that thirty-four of the fifty sets of exercises contain exercises for drill on adjectives, simple tenses of verbs, and the use of the definite article with nouns.

The text as a whole is divided into three parts: Part I treats of nouns, and the present and future tenses of the indicative; Part II discusses adjectives, pronouns, and the other tenses of the indicative; Part III emphasizes fully the conditional clauses, the subjunctives, and the modal auxiliaries.

This book will satisfy the needs of those who care for a dependable first reader in German. It can and should be used early in the course, particularly in secondary schools and colleges that try to cover considerable reading from the very start. The exercises are especially good for review work to reinforce the teaching of grammar. The reviewer feels that Dr. Wooley has done an excellent piece of work in adapting this book for greater usefulness in the beginning classes of schools and colleges.

LESTER C. NEWTON

*Phillips Academy,
Andover, Mass.*

WALTHER RATHENAU, *Ausgewählte Reden*. Edited with introduction, notes, and vocabulary by James Taft Hatfield, New York. Alfred A. Knopf. 1928.

Professor Hatfield gibt mit diesem Buche Deutschlehrern und -schülern wirklich modernen deutschen Lesestoff, verständnisvoll ausgewählt und sorgfältig herausgegeben, in die Hand. Die sympathisch geschriebene Einleitung ist lesenswert, und zwar nicht nur für Studenten. Der Text eignet sich vorzüglich für sog. intensives Lesen. Auch der Lehrer wird sich genau vorbereiten müssen! Er wird finden, dass das Vokabular—nach Stichproben zu urteilen—recht brauchbar ist, und dass die Anmerkungen den

Text wirklich erläutern. Allerdings sollten sie, aus praktischen Gründen, umfangreicher sein. Man könnte dann die *Ausgewählten Reden* solchen *graduate students* empfehlen, deren Fach moderne (europäische, deutsche, Wirtschafts-) Geschichte ist und die bereits ein paar hundert Seiten novellistisches oder auch einfacheres historisches Deutsch (wenn es so etwas geben sollte) hinter sich haben. An passendem Material für solche Studenten, zugleich schwer genug und doch nicht so schwierig, dasz man sich daran die Zähne ausbeißt, fehlt es leider. An verschiedenen Stellen hätte gerade für solche Leser die Wortstellung "auseinandergewickelt" werden können. Dann sollte auf S. 12, 6ff. ein Stein aus dem Wege geräumt werden: "Die wirtschaftliche Leistungsfähigkeit Englands ist hauptsächlich deswegen gestiegen, weil man *jedlichen Gedanken* gemeinwirtschaftlicher Art, *die* von einem engen Kreis in Deutschland bisher vertreten worden *sind*, zwar nicht systematisch und zielbewusst, wohl aber doch . . . adoptiert hat." Ebenso auf S. 75, 4-5: ". . . ins Ungewisse verschob, *wo* nicht aufgab." Zu S. 74, 1 wäre vielleicht in den Anmerkungen zu bemerken: *see vocabulary s. v. arten*. Und im Vokabular wäre vielleicht unter *nehmen* auch *Einfluss nehmen* (S. 94, 22) aufzuführen.

Auf S. 52, 28 ist *grenzten* statt *grentzten* zu lesen. Sonst scheint der Druckfehlerteufel in diesem Buche nur dürre Stätten gefunden zu haben.

Leider musz zu der Anmerkung zu S. 100, 14 die weitere Anmerkung gemacht werden: der Rezensent trotz stundenlangen Wälzens auch nicht.*

JOHN G. TECHNANDER

Chicago, Ill.

*(Editor's note. The allusion is to the cited line: "O heilig Herz der Völker, o Vaterland!" This is the initial verse of Hölderlin's *Gesang der Deutschen*." Werke, Bibl. Inst. I: 158.)

FREDERICK W. MEISNEST, *Elementary German*, Macmillan Company, New York, 1927.

This grammar, intended for "about three semesters" for "an average class in high school," is also well adapted to college use. The arrangement of the 49 chapters is clear, each one consisting of: (1) the development lesson; (2) grammar; (3) reading exercises; (4) drill exercises; (5) vocabulary; (6) pronunciation (up to lesson 22).

Inductive presentation—or as the author says "a common-sense adaptation of the direct method"—is used with the aim to make German the classroom language as soon as possible. Numerous striking examples are given in the development lessons. The student is led up to rules by questions and encouraged to formulate

them himself. A concise statement of the rules is given in "Die Grammatik" of each lesson.

Outside of phonetic alphabet and some paragraphs on syllabication and accent no introduction to German sounds is given. A new departure is the paragraph on pronunciation at the end of each of the first twenty-one lessons. Phonetic transcription is used in the general vocabulary where necessary but it should also be in the lesson vocabularies in case of difficult words; sometimes sounds occur in word-lists which have not been explained. Somewhere in the book a summary of the fundamentals of pronunciation should also be given. The glottal stop is well explained and represented by the apostrophe.

Very few misprints occur: "er halt" (p. 137) should be "er hält"; "das schlafende Kind" (p. 152); "Pastor" (p. 127) is printed with round s instead of long s. In the German-English vocabulary the stress in the words "Karfreitag" and "Kartoffel" is not indicated.

The lesson on the Imperative gives no indication that "du" and "ihr" are used when emphasis or contrast is desired, otherwise omitted. In lesson 14, "Die Uhr," the expressions "Viertel zwei" instead of "ein Viertel auf zwei" and "drei Viertel drei" instead of "drei Viertel auf drei" should be mentioned as widely used in Germany.

The book is well and attractively bound; the paper is good; the print is clear, heavy type frequently being used for emphasis; the material is in general new and freshly presented; many illustrations of modern Germany and a map are included.

JOHANNES MALTHANER

University of Oklahoma

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BOILLOT, F. *The Methodical Study of Literature*. Les Presses Universitaires, Paris. 1924. 162 pp.

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FORBIN, VICTOR, *Nos Amis Les Bêtes*. Edited by Benjamin W. Mitchell. Silver, Burdett & Co., 1930. Introduction, pp. vii-x; Text, pp. 1-126; Notes, pp. 127-154; Exercises, pp. 155-172; Vocabulaire, pp. 173-239. Ill. Price \$1.08.

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- Grammar, 22, chapters, pp. 16-88; Appendix (Verbs), pp. 89-116; Vocabularies, pp. 117-126; Test Exercises, pp. 1-117. Price \$1.48.
- REPertoire DES METAPHORES ET MOTS FRANÇAIS—Edited by Felix Boillot. Oxford University Press, London, 1930. Introduction, pp. 1-14; Text, pp. 15-110; Index, pp. 111-122.
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- PRÉVOST, MARCEL, *Mon Cher Tommy*. Edited by Florentine B. Jassogne and Mildred Severance. Henry Holt & Co., New York, 1929. Preface, pp. iii-iv; Introduction, pp. vii-x; Text, pp. 1-152; Notes, pp. 153-159; Questions et Exercices, pp. 161-185; Vocabulary, pp. 186-238. Ill. Price \$.84.
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GERMAN

- GOETHE, *Faust*, Part I. Translated by William Page Andrews. Edited and revised by George M. Priest and Karl E. Weston. Princeton University Press, Princeton, N. J., 1929. Foreword, pp. v-vi; Preface, pp. vii-viii; Introduction, pp. ix-xiii; Text, pp. 3-210. Price \$4.00.
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